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A

TREATISE

ON THE

ELEMENTS OF ALGEBRA.

BY THE

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The favourable reception which this Treatise has met with from the public has induced the author, in this sixth edition, to make some considerable additions and alterations. By contracting the letter-press, more particularly in the early part of the work, these improvements have been effected in such a manner as to render it unnecessary to enlarge the size, or increase the price of the volume. The whole has also been revised, and the press corrected, by a friend on whose judgment and accuracy the author has the greatest reliance: it is hoped, therefore, that it may still retain its character, as a useful elementary work on this branch of mathematical science.

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The favourable reception of the first edition, and its introduction into many of our colleges and academies, have induced the publishers to stereotype the present edition; which, after a *careful revision* and correction, has been taken from the seventh and last London edition. It is confidently hoped, that it will now supply the wants of teachers and students in this department of science.

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ELEMENTS

OF

ALGEBRA.

INTRODUCTION.

ALGEBRA is that branch of Mathematical science in which number or quantity in general, and its several relations, are made the subject of calculation, by means of certain signs and symbols, the nature and meaning of which may be explained as follows.

I.

Explanation of the Algebraic Method of Notation.

1. Quantities whose values are *known* or *determined*, are generally expressed by the *first* letters of the Alphabet, a, b, c, d, &c.; and *unknown* or *undetermined* quantities are commonly represented by the *last* letters of the Alphabet, x, y, z, &c.

2. The *multiples* of these quantities, such as, *twice a*, *three times b*, *five times x*, &c. are expressed by placing *numbers* before them, thus, $2a$, $3b$, $5x$, &c.; and the numbers 2, 3, 5, &c. thus prefixed, are called the *coefficients* of a, b, x, &c. in the several quantities $2a$, $3b$, $5x$, &c.

3. The sign $+$ (*plus*) placed between two or more quantities, means that those quantities should be *added* together; thus, $a+b$

$+x+$ &c. means the *sum* of the quantities a, b, x, &c.; and the sign $-$ (*minus*) placed before any quantity, means that such quantity should be *subtracted* from the quantity or quantities with which it is combined; thus, $a-b$, means the *difference* between a and b; and $a+b-c$, the difference between $a+b$ and c.

4. In the general expression $a+2b-4x+3y-5z$, &c. such quantities as have the sign $+$ prefixed to them, are called *positive* or *affirmative* quantities; and such as have the sign $-$ prefixed to them, are called *negative* quantities. If no sign be prefixed to a quantity, then the sign $+$ is understood; thus, in the foregoing expression the *positive* quantities are $a, +2b, +3y$, and the *negative* ones, $-4x, -5z$.

5. The general sign for the *multiplication* of quantities is $\times$; but the manner of expressing the product of two or more quantities is varied, according to circumstances. The product of quantities consisting of single letters, is expressed by placing those letters one after another, and generally according to the order in which they stand in the Alphabet; thus, the product of a and b is expressed by ab; of a, b, and x, by abx; of $3a$, x, and y, by $3axy$; &c. &c. The product of $a+b$ and $c+d$, is expressed by $\overline{a+b}\times\overline{c+d}$, or $\overline{a+b}\,.\,\overline{c+d}$, or $(a+b)\ (c+d)$; in the two former cases, the line drawn over $a+b$ and $c+d$, to mark them as distinct quantities, is called a *vinculum*.

6. The sign $\div$ placed between two quantities, means that the former of those quantities is to be *divided* by the latter; thus, $a\div b$ means that a is to be divided by b; $\overline{a+b}\div\overline{c+d}$, that $a+b$ is to be divided by $c+d$. But since every fraction represents the quotient of the numerator divided by the denominator, this division is more simply expressed by making the former quantity the *numerator*, and the latter the *denominator* of a fraction; thus, $\frac{a}{b}$ expresses the quotient of a divided by b; and $\frac{a+b}{c+d}$, the quotient of $a+b$ by $c+d$.

7. The *powers* of algebraic quantities are expressed by placing a *small figure* (equivalent to the number of factors, and called

the *index* or *exponent* of the power) at the right-hand of the letter; thus,

$a \times a$ . . . . or the *square* of a . . is expressed by a^2,
$b \times b \times b$ . . . . . or the *cube* of b . . . . by b^3,
$x \times x \times x \times x$ . . . or the *fourth power* of x . . . . . by x^4,
$(a+b)\,(a+b)\,(a+b)$ or the *cube* of $a+b$ . . . . by $\overline{a+b}|^3$,
and so on.

8. The *roots* of quantities are expressed by the sign $\sqrt{}$, with the proper index annexed; thus,

$\sqrt[2]{a}$, or $\sqrt{a}$, expresses the *square root* of a,
$\sqrt[3]{b}$ . . . . *cube root* of b,
$\sqrt[4]{a+x}$ . . . . . *fourth*, or *biquadrate root* of $a+x$,

and so on. The roots of quantities may also be expressed by *fractional indices;* but this method of notation requires an explanation, which will be given in Chap. III.

9. *Like* quantities are such as consist of the *same letter*, or the *same combination of letters;* thus, $5a$ and $7a$; $4ab$ and $9ab$; $2bx^2$ and $6bx^2$; &c. are called *like* quantities; and *unlike* quantities are such as consist of *different letters*, or of *different combinations of letters;* thus, $4a$, $3b$, $7ax$, $5bx^2$, &c. are *unlike* quantities.

10. Algebraic quantities have also different denominations, according to the number of terms (connected by the signs $+$ or $-$) of which they consist; thus,

a, $2b$, $3ax$, &c. quantities consisting of *one* term, are called *simple* quantities.

$a+x$, a quantity consisting of *two* terms, is called a *binomial.*

$b-c$, (that particular species of binomial which expresses the *difference* between two quantities) is called a *residual.*

$bx+y-z$, a quantity consisting of *three* terms, is called a *trinomial.*

$a^2x+by-3c+d$, a quantity consisting of *four* terms, is called a *quadrinomial.*

$a+b-c+x-y$, &c. a quantity consisting of an indefinite number of terms, a *multinomial.*

11. The sign $=$ placed between two or more quantities, expresses the *equality* of such quantities; thus, "$a+b=c+d$," means that $a+b$ is equal to $c+d$; and "$ax+by=cx+dy=ex+fy$," mean that the quantities $ax+by$, $cx+dy$, and $ex+fy$, are all equal to each other. When quantities are thus connected together by this sign of equality, the expression is called an *equation*.

12. In algebraical operations, the word *therefore*, or *consequently*, often occurs. To express this word, the symbol $\therefore$ is generally made use of; thus, the sentence "therefore $a+b$ is equal to $c+d$," is expressed by "$\therefore a+b=c+d$."

II.

Exemplification of the Algebraic Signs and Symbols.

13. The use of these several *signs*, *symbols*, and *abbreviations*, may be exemplified in the following manner:

Ex. 1. In the algebraic expression $a+b-c$, let $a=9$, $b=7$, and $c=3$; then

$$\begin{aligned} a+b-c &= 9+7-3 \\ &= 16-3=13. \end{aligned}$$

Ex. 2. In the expression $ax+ay-xy$, let $a=5$, $x=2$, $y=7$, then, to find its value, we have

$$\begin{aligned} ax+ay-xy &= 5\times 2+5\times 7-2\times 7 \\ &= 10+35-14 \\ &= 45-14=31. \end{aligned}$$

Ex. 3. What is the value of $\frac{ax+by}{b+x}$, where $a=5$, $b=3$, $x=7$ and $y=5$?

Here $ax+by=5\times 7+3\times 5=35+15=50$,
and $b+x=3+7=10$;

$$\therefore \frac{ax+by}{b+x}=\frac{50}{10}=5.$$

Ex. 4. In the expression $\dfrac{ax^2+b^2}{bx-a^2-c}$, let $a=3$, $b=5$, $c=2$, $x=6$; What is its numerical value?

$$\text{Here } ax^2+b^2=3\times6\times6+5\times5=108+25=133,$$
$$\text{and } bx-a^2-c=5\times6-3\times3-2=30-9-2=19;$$
$$\therefore \frac{ax^2+b^2}{bx-a^2-c}=\frac{133}{19}=7.$$

Ex. 5. There is a certain algebraic expression, consisting of six *terms* connected together by the sign *plus;* the *first* term of it arises from *multiplying* three times the *square* of a by the quantity b; the *second* term is the *sum of the squares* of a and b *divided* by the quantity c; the *third* is the *product* of a, b, and c; the *fourth* is *two-thirds* of the *product* of a and b; the *fifth* arises from *dividing* the *square of a* by the *cube of b*; and the *last* term is a fraction, whose *binomial* numerator is the *difference* between a and b, and whose *trinomial* denominator is the sum of the *cubes* of a and b and the *fourth power* of c.

All this is expressed, *in one line of algebraic writing*, thus;

$$3a^2b+\frac{a^2+b^2}{c}+abc+\frac{2ab}{3}+\frac{a^2}{b^3}+\frac{a-b}{a^3+b^3+c^4}.$$

$$\left.\begin{array}{r}\text{Let } a=4,\\ b=3,\\ c=2;\end{array}\right\}\begin{array}{l}\text{then the value of this quantity is,}\\ 144+\dfrac{16+9}{2}+24+8+\dfrac{16}{27}+\dfrac{4-3}{64+27+16}\end{array}$$

or

$$176+\frac{25}{2}+\frac{16}{27}+\frac{1}{107}=189\tfrac{589}{5778}.$$

B

4 × 4 = 16 × 3 = 48 ×

4 − 3

CHAPTER I.

ON THE ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION OF ALGEBRAIC QUANTITIES.

14. Previously to the application of the fundamental rules of Arithmetic to Algebraic quantities, it may be proper to observe, that, although the explanation of the sign *minus* in Art. 3. does not, in strictness, extend beyond the subtraction of a less quantity from a greater one, it is convenient to consider negative quantities abstractedly, without any reference to others from which they may be supposed to be subtracted. For although, when we say that $2-5$ is equal to -3, we mean nothing more than that the addition of 2, and subtraction of 5, is, on the whole, equivalent to the subtraction of 3; yet, after the algebraic operation has been performed upon it, the quantity of $2-5$ assumes the definite value of -3.

It must be farther observed, that the word Addition is, in Algebra, taken in a much more comprehensive sense than in common Arithmetic; and as denoting the *union* of two or more quantities, *positive* or *negative*. Thus, the union of 2 with -5, in the foregoing example, is called the *addition* of those quantities. The same remark is to be extended to Subtraction; which is, properly, the finding such a quantity, as, being *algebraically* added to the subtrahend, will give the quantity from which the subtraction is made.

III.

ADDITION.

From the division of algebraic quantities into *positive* and *negative*, *like* and *unlike*, there arise three cases of Addition.

Case I.

To add like quantities with like signs.

15. In this case, the rule is, "To add the coefficients of the several quantities together, and to the result annex the common sign, and the common letter or letters;" for it is evident, from the common principles of arithmetic, if $+2a$, $+3a$, and $+5a$ be added together, their sum must be $+10a$; and if $-3b^2$, $-4b^2$, and $-8b^2$ be added together, their sum must be $-15b^2$.

Ex. 1.

$$\begin{array}{r}
2x+\ 3a-\ 4b \\
3x+\ 2a-\ 5b \\
4x+\ 8a-\ 7b \\
9x+\ 4a-\ 6b \\
5x+\ 7a-\ 9b \\
\hline
23x+24a-31b \\
\hline\hline
\end{array}$$

Ex. 2.

$$\begin{array}{r}
7x^2+\ 3xy-\ 5bc \\
9x^2+\ 2xy-\ 7bc \\
11x^2+\ 5xy-\ 4bc \\
{}^{(a)}x^2+\ 4xy-\ bc \\
x^2+\ 9xy-\ 2bc \\
\hline
29x^2+23xy-19bc \\
\hline\hline
\end{array}$$

Ex. 3.

$$\begin{array}{r}
4a^3-\ 3a^2+\ 1 \\
2a^3-\ a^2+17 \\
5a^3-\ 2a^2+\ 4 \\
3a^3-\ 7a^2+\ 3 \\
a^3-\ a^2+10 \\
\hline
15a^3-14a^2+35 \\
\hline\hline
\end{array}$$

Ex. 4.

$$\begin{array}{r}
3x^3+4x^2-\ x \\
2x^3+\ x^2-3x \\
7x^3+2x^2-2x \\
4x^3+\ x^2-\ x \\
\hline
\\
\hline\hline
\end{array}$$

Ex. 5.

$$\begin{array}{r}
7a^3-3a^2b+2ab^2-3b^3 \\
4a^3-\ a^2b+\ ab^2-\ b^3 \\
a^3-2a^2b+3ab^2-5b^3 \\
5a^3-3a^2b+4ab^2-2b^3 \\
\hline
\\
\hline\hline
\end{array}$$

Ex. 6.

$$\begin{array}{r}
2x^2y-3x+\ 2 \\
4x^2y-2x+\ 1 \\
3x^2y-5x+10 \\
x^2y-\ x+15 \\
\hline
\\
\hline\hline
\end{array}$$

Case II.

To add like quantities with unlike signs.

16. Since the compound quantity $a+b-c+d-e$ &c. is positive or negative, according as the sum of the positive terms is greater or less than the sum of the negative ones, the aggregate or sum of the quantities $2a-4a+7a-3a$ will be $+2a$, and that of the quantities $7b^2-5b^2+2b^2-8b^2$ will be $-4b^2$; for in the for-

---

(a) **In these Examples, it may be observed that some of the quantities have *no coefficient*. In this case, *unity* or 1 *is always understood*. Thus, in adding up this column, we say, $1+1+11+9+7=29$; in the *third*, $2+1+4+7+5=19$; and so of the rest.**

mer case, the excess of the sum of the positive terms above the negative ones is $2a$; and in the latter, that of the negative above the positive is $4b^2$. Hence this general rule for the addition of like quantities with unlike signs: "Collect the coefficients of the *positive* terms into one sum, and also those of the *negative;* subtract the *lesser* of these sums from the *greater;* to this *difference*, annex the sign of the *greater* together with the common letter or letters, and the result will be the sum required."

If the aggregate of the positive terms be *equal* to that of the negative ones, then this *difference* is equal to 0; and consequently the sum of the quantities will be equal to 0, as in the *second* column of Ex. 2. following.

Ex. 1.

$$\begin{array}{r}
4x^2-3x+4 \\
-2x^2+x-5 \\
3x^2-5x+1 \\
7x^2+2x-4 \\
-x^2-4x+13 \\
\hline
11x^2-9x+9
\end{array}$$

Ex. 2.

$$\begin{array}{r}
-7ab+3bc-xy \\
-ab+2bc+4xy \\
3ab-bc+2xy \\
-2ab+4bc-3xy \\
5ab-8bc+xy \\
\hline
-2ab\quad * \quad+3xy
\end{array}$$

Ex. 3.

$$\begin{array}{r}
-5x^3+13x^2 \\
-2x^3-4x^2 \\
7x^3+x^2 \\
9x^3-14x^2 \\
-13x^3-2x^2 \\
\hline
-4x^3-6x^2
\end{array}$$

Ex. 4.

$$\begin{array}{r}
4x^3-2x+3y \\
-x^3+4x-y \\
7x^3-x+9y \\
9x^3+21x-2y \\
\hline
\end{array}$$

Ex. 5.

$$\begin{array}{r}
5a^3-2ab+b^2 \\
-a^3+ab+2b^2 \\
4a^3-3ab+b^2 \\
2a^3+4ab-4b^2 \\
\hline
\end{array}$$

Ex. 6.

$$\begin{array}{r}
4x^2y^2-2xy-3 \\
-x^2y^2-xy-1 \\
3x^2y^2+4xy-5 \\
-9x^2y^2-2xy+9 \\
\hline
\end{array}$$

Case III.

17. There now only remains the case where *unlike* quantities are to be added together, which must be done by collecting them together into one line, and annexing their proper signs; thus, the sum of $3x$, $-2a$, $+5b$, $-4y$, is $3x-2a+5b-4y$; except when *like* and *unlike* quantities are mixed together, as in the following examples, where the expressions may be simplified, by collecting together such quantities as will coalesce into one sum.

Ex. 1.

$$\left.\begin{array}{l} 3ab+\ x-\ y \\ 4c\ -2y+\ x \\ 5ab-3c+\ d \\ 4y\ +\ x^2-2y \\ \hline 8ab+2x-y+c+d+x^2 \\ \hline\hline \end{array}\right\}$$

Collecting together *like* quantities, and beginning with $3ab$, we have $3ab+5ab=8ab$; $+x+x=+2x$; $-y-2y+4y-2y=-y$; $4c-3c=+c$; besides which, there are the two quantities $+d$ and $+x^2$, which do not coalesce with any of the others; the sum required, therefore, is $8ab+2x-y+c+d+x^2$.

Ex. 2.

$$\begin{array}{l} 4x^2-2xy+1\ -3y+4x^3 \\ 4y\ +3x^3\ -y^2+xy-\ x^2 \\ 5x^3-2x\ \ +y\ -15+\ y^2 \\ \hline 3x^2-xy\ \ -14+2y+12x^3-2x \\ \hline\hline \end{array}
\left\{\begin{array}{r} \text{Here } 4x^2-x^2=3x^2 \\ -2xy+xy=-xy \\ +1-15=-14 \\ -3y+4y+y=+2y \\ +4x^3+3x^3+5x^3=+12x^3 \\ -y^2+y^2=0 \\ -2x=-2x. \end{array}\right.$$

IV.

SUBTRACTION.

18. If it were required to subtract $5-2$ (i. e. 3) from 9, it is evident that the remainder would be *greater* by 2, than if 5 were subtracted. For the same reason, if $b-c$ were subtracted from a, the remainder would be greater by c, than if b were subtracted. Now, if b is subtracted from a, the remainder is $a-b$; and consequently, if $b-c$ be subtracted from a, the remainder will be $a-b+c$. Hence this general Rule for the subtraction of algebraic quantities; "Change the signs of the quantities *to be subtracted*, and then place them one after another, as in Addition."

Ex. 1. From $5a+3x-2b$, take $2c-4y$. The quantity to be subtracted, *with its signs changed*, is $-2c+4y$; therefore the remainder is $5a+3x-2b-2c+4y$.

Ex. 2. From $7x^2-2x+5$, take $3x^2+5x-1$.

The remainder is $7x^2-2x+5-3x^2-5x+1$,

or $7x^2-3x^2-2x-5x+5+1=4x^2-7x+6$.

But when *like* quantities are to be subtracted from each other, as in Ex. 2, the better way is to set one row under the other, and apply the following Rule: "*Conceive* the signs of the *quantities to be subtracted* to be *changed*, and then proceed as in Addition."

	Ex. 3.	Ex. 4.	Ex. 5.
From	$7x^2-2x+5$	$12a^2-3a+b-1$	$5y^2-4y+3a$
Subtract	$3x^2+5x-1$	$6a^2+a-2b+3$	$6y^2-4y-a$
Remainder	$4x^2-7x+6$	$6a^2-4a+3b-4$	$-y^2 \quad * \quad +4a$

	Ex. 6.	Ex. 7.	Ex. 8.
From	$7xy+2x-3y$	$14x+y-z-5$	$13x^3-2x^2+7$
Subtract	$2xy-x+y$	$x+y+z-11$	$-x^3+x^2-6$
Remainder			

V.

MULTIPLICATION.

19. In the multiplication of algebraic quantities, the four following Rules must be observed.

I. When quantities having *like* signs are multiplied together, the sign of the *product* will be $+$; and if their signs are *unlike*, the sign of the *product* will be $-$.*

* This Rule for the multiplication of the Signs may be thus explained: To multiply $a-b$ by $c-d$, is to add $a-b$ to itself as often as there are units in $c-d$; now this is done by *adding* it c *times*, and *subtracting* it d *times*;

But $a-b$, *added* c *times* . . $=ac-bc$,

II. The coefficients of the *factors* must be multiplied together, to form the coefficient of the *product*.

III. The letters of which they are composed must be set down, one after another; and generally *according to their order in the Alphabet.*

IV. If the *same* letter is found in both factors, the indices of it must be *added* together, to form the index of it in the *product*. This follows immediately from Art. 7, as will appear by the following example; $a^3 \times a^2 = aaa \times aa = aaaaa = a^5$.

Thus, $+a$ multiplied by $+b$ is equal to $+ab$, and $-a$ multiplied by $-b$ is also equal to $+ab$; $+3x \times -5y = -15xy$; $-3ab \times +4cd = -12abcd$; $-4a^2b^2 \times -3abd^2 = +12a^3b^3d^2$; &c. &c.

From the division of algebraic quantities into *simple* and *compound*, there arise three cases of Multiplication. In performing the operation, the Rule is, "To determine *first* the sign, *then* the coefficient, and *afterwards* the letters."

Case I.

20. When *both* factors are *simple* quantities; for which the Rule has been already given.

---

and $a-b$, *subtracted d times* $= -ad + bd$,

$$\therefore \overline{a-b} \times \overline{c-d} \ldots\ldots = ac - bc - ad + bd.$$

i. e.
$$\begin{aligned} +a \times +c &= +ac \\ -b \times +c &= -bc \\ +a \times -d &= -ad \\ -b \times -d &= +bd. \end{aligned}$$

Or thus:

I. If $+a$ is to be multiplied by $+b$, it means, that $+a$ is to be *added* to itself as often as there are units in b; and consequently the product will be $+ab$.

II. If $-a$ is to be multiplied by $+b$, it means, that $-a$ is to be *added* to itself as often as there are units in b; and therefore the product is $-ab$.

III. If $+a$ is to be multiplied by $-b$, it means, that $+a$ is to be *subtracted* as often as there are units in b, as appears from the foregoing explanation; and consequently the product is $-ab$.

IV. If $-a$ is to be multiplied by $-b$, it means, that $-a$ is to be *subtracted* as often as there are units in b; and, since to *subtract a negative quantity* is the same as *to add a positive one*, the product will be $+ab$.

Ex. 1.	Ex. 2.	Ex. 3.	Ex. 4.
$4ab$	$2axy$	$-3abc$	$-5a^2bc$
$3a$	$-3y$	$5a^2b$	$-2b^2x^2$
$12a^2b$	$-6axy^2$	$-15a^3b^2c$	$+10a^2b^3cx^2$

Ex. 5.	Ex. 6.	Ex. 7.	Ex. 8.
$4abc$	$9x^2y^2$	$-4cdx$	$-7ax^2y$
$3ac$	$-2y$	$-2c$	$-2ac^2x$

Case II.

21. When one factor is *compound* and the other *simple*; "Then *each term* of the compound factor must be multiplied by the simple factor, as in the last Case; and the result will be the product required."

	Ex. 1.	Ex. 2.
Multiply	$3ab-2ac+d$	$3x^3-2x^2+4$
by	$4a$	$-14ax$
Product	$12a^2b-8a^2c+4ad$	$-42ax^4+28ax^3-56ax$

	Ex. 3.	Ex. 4.
Multiply	$7x^2 \quad -2x \quad +4a$	$12a^3-2a^2+4a-1$
by	$-3a$	$3x$
Product	$-21ax^2+6ax-12a^2$	

	Ex. 5.	Ex. 6.
Multiply	$9a^2x+3a-x+1$	$4x^2y+3x-2y$
by	$-x^2$	$-3xy$
Product		

Case III.

22. When *both* factors are *compound* quantities, each term of the multiplicand must be multiplied by each term of the multiplier,

and then placing ***like quantities under each other***, the sum of all the terms will be the product required.

$$
\begin{array}{llll}
 & \text{Ex. 1.} & \text{Ex. 2.} & \text{Ex. 3.} \\
\text{Multiply} & a+b & a+b & a^2+ab+b^2 \\
\text{by} & a+b & a-b & a-b \\
\hline
\text{1st, by } a\ldots & a^2+ab & a^2+ab & a^3+a^2b+ab^2 \\
\text{2d, by } b\ldots & \quad\ ab+b^2 & \quad -ab-b^2 & \quad -a^2b-ab^2-b^3 \\
\hline
\text{Product} & a^2+2ab+b^2 & a^2 \ * \ -b^2 & a^3 \ * \quad * \ -b^3 \\
\hline\hline
\end{array}
$$

$$
\begin{array}{lcl}
\text{Ex. 4.} & \qquad & \text{Ex. 5.} \\
3x^2+2x & & 3x^2-2x+5 \\
4x+7 & & 6x-7 \\
\hline
12x^3+8x^2 & & 18x^3-12x^2+30x \\
\quad\ +21x^2+14x & & \quad\ -21x^2+14x-35 \\
\hline
12x^3+29x^2+14x & & 18x^3-33x^2+44x-35 \\
\hline\hline
\end{array}
$$

$$
\begin{array}{llllll}
\text{Ex. 6.} & 14ac & -3ab & +2 & & \\
 & ac & -ab & +1 & & \\
\hline
 & 14a^2c^2 & -3a^2bc & +2ac & & \\
 & & -14a^2bc & & +3a^2b^2 & -2ab \\
 & & & +14ac & & -3ab+2 \\
\hline
 & 14a^2c^2 & -17a^2bc & +16ac & +3a^2b^2 & -5ab+2 \\
\hline\hline
\end{array}
$$

$$
\begin{array}{ll}
\text{Ex. 7.} & x^2-\frac{1}{2}x+\frac{2}{3} \\
 & \frac{1}{3}x+2 \\
\hline
 & \frac{1}{3}x^3-\frac{1}{6}x^2+\frac{2}{9}x \\
 & \qquad +2x^2-x+\frac{4}{3} \\
\hline
 & \frac{1}{3}x^3+\frac{11}{6}x^3-\frac{7}{9}x+\frac{4}{3} \\
\hline\hline
\end{array}
$$

Ex. 8. Multiply $a^3+3a^2b+3ab^2+b^3$ . . by $a+b$.

ANSWER, $a^4+4a^3b+6a^2b^2+4ab^3+b^4$.

Ex. 9. . . . . . $4x^2y+3xy—1$ . . . . . by $2x^2—x$

ANSW. $8x^4y+2x^3y—2x^2—3x^2y+x$.

Ex. 10. . . . . $x^3—x^2+x—5$ . . . . . by $2x^2+x+1$.

ANSW. $2x^5—x^4+2x^3—10x^2—4x—5$.

Ex. 11. . . . . $3a^2+2ab—b^2$ . . . . . by $3a^2—2ab+b^2$.

ANSW. $9a^4—4a^2b^2+4ab^3—b^4$.

Ex. 12. . . . . $x^3+x^2y+xy^2+y^3$ . . . by $x—y$.

ANSW. $x^4—y^4$.

Ex. 13. . . . . $x^2—\frac{3}{4}x+1$ . . . . by $x^2—\frac{1}{2}x$.

ANSW. $x^4—\frac{5}{4}x^3+\frac{11}{8}x^2—\frac{1}{2}x$.

VI.

DIVISION.

23. In the division of algebraic quantities, the four following Rules (which arise immediately out of the consideration that the quotient multiplied by the divisor gives the dividend) are to be observed.

I. That if the signs of the dividend and divisor be *like*, then the sign of the quotient will be +; if *unlike*, then the sign of the quotient will be —.[a]

II. That the coefficient of the *dividend* is to be divided by the coefficient of the *divisor*, to obtain the coefficient of the *quotient*.

(a) The Rule for the *signs* follows immediately from that in Multiplication; thus,

Since $+a\times+b=+ab$, . . $\frac{+ab}{+a}=+b$, and $\frac{+ab}{+b}=+a$

$+a\times-b=-ab$, . . $\frac{-ab}{+a}=-b$, and $\frac{-ab}{-b}=+a$

$-a\times-b=+ab$, . . $\frac{+ab}{-a}=-b$, and $\frac{+ab}{-b}=-a$

i. e. *like* signs produce +, and *unlike* signs —.

III. That all the letters *common* to both the dividend and the divisor must be *rejected* in the quotient.[a]

IV. That if the same letter be found in both the dividend and divisor with *different* indices, then the index of that letter in the divisor must be *subtracted* from its index in the dividend, to obtain its index in the quotient. Thus,

I. $+abc$ divided by $+ac$ .... or $\dfrac{+abc}{+ac} = +b$.

II. $+6abc$ ..... $-2a$ .... or $\dfrac{6abc}{-2a} = -3bc$.

III. $-10xyz$ .... $+5y$ .... or $\dfrac{-10xyz}{+5y} = -2xz$.

IV. $-20a^2x^2y^3$ ... $-4axy$ .. or $\dfrac{-20a^2x^2y^3}{-4axy} = +5axy^2$.[b]

Of *Division*, also, there are three Cases; the same as in *Multiplication*.

Case I.

24. When the dividend and divisor are both *simple* terms.

Ex. 1.

Divide $18ax^2$ by $3ax$.

$$\frac{18ax^2}{3ax} = 6x.$$

Ex. 2.

Divide $15a^2b^3$ by $-5a$.

$$\frac{+15a^2b^3}{-5a} = -3ab^3.$$

Ex. 3.

Divide $-28x^2y^3$ by $-4xy$.

$$\frac{-28x^2y^3}{-4xy} = +7xy^2.$$

Ex. 4.

Divide $25a^3c^2$ by $-5a^2c$.

$$\frac{+25a^3c^2}{-5a^2c} =$$

Ex. 5.

Divide $-14a^3b^2c$ by $7ac$.

$$\frac{-14a^3b^2c}{7ac} =$$

Ex. 6.

Divide $-20x^2y^2z^3$ by $-4yz$.

$$\frac{-20x^2y^2z^3}{-4yz} =$$

(a) If any letter or letters are found in the divisor, which are not in the dividend, they must remain in the denominator of the fraction by which the division is expressed. See Art. 35, with which this case coincides, and the examples there.

(b) If the index of any letter in the divisor should be greater than that of the same letter in the dividend, the index in the quotient will, by the rule, be negative. The signification of this negative index will be explained in Art. 66.

CASE II.

25. When the dividend is a *compound* quantity, and the divisor a *simple* one, then each term of the dividend must be divided separately, and the resulting quantities will be the quotient required.

Ex. 1. Divide $42a+3ab+12a^2$ by $3a$.

$$\frac{42a+3ab+12a^2}{3a}=14+b+4a.$$

Ex. 2. Divide $90a^2x^3—18ax^2+4a^2x—2ax$ by $2ax$.

$$\frac{90a^2x^3—18ax^2+4a^2x—2ax}{2ax}=45ax^2—9x+2a—1.$$

Ex. 3. Divide $4x^3—2x^2+2x$ by $2x$.

$$\frac{4x^3—2x^2+2x}{2x}=$$

Ex. 4. Divide $—24a^2x^2y—3axy+6x^2y^2$ by $—3xy$.

$$\frac{—24a^2x^2y—3axy+6x^2y^2}{—3xy}=$$

Ex. 5. Divide $14ab^3+7a^2b^2—21a^2b^3+35a^3b$ by $7ab$.

$$\frac{14ab^3+7a^2b^2—21a^2b^3+35a^3b}{7ab}=$$

CASE III.

26. When the dividend and divisor are *both compound* quantities. In this case, the Rule is, "to arrange both dividend and divisor according to the powers of the same letter, beginning with the *highest;* then find how often the first term of the divisor is contained in the first term of the dividend, and place the result in the quotient; multiply each term of the divisor by this quantity, and subtract the product from the dividend; to the remainder bring down as many terms of the dividend, as will make its number of terms equal to the number of those in the divisor; and then proceed as before, till all the terms of the dividend are brought down, as in common arithmetic."

Ex. 1.

Divide $a^3-3a^2b+3ab^2-b^3$ by $a-b$.

$$
\begin{array}{l}
a-b)\,a^3-3a^2b+3ab^2-b^3\,(a^2-2ab+b^2 \\
\qquad\quad \underline{a^3-\;a^2b} \\
\qquad\quad * \;-2a^2b+3ab^2 \\
\qquad\quad\quad \underline{-2a^2b+2ab^2} \\
\qquad\qquad\quad * \qquad ab^2-b^3 \\
\qquad\qquad\qquad\quad\;\; \underline{ab^2-b^3} \\
\qquad\qquad\qquad\quad\;\; * \quad *
\end{array}
$$

In this Example, the dividend is arranged according to the powers of a, the first term of the divisor. Having done this, we proceed by the following steps:

I. a is contained in a^3, a^2 times; put this in the quotient.

II. Multiply $a-b$ by a^2, and it gives a^3-a^2b.

III. Subtract a^3-a^2b from a^3-3a^2b, and the remainder is $-2a^2b$.

IV. Bring down the next term $+3ab^2$.

V. a is contained in $-2a^2b$, $-2ab$ times; put this in the quotient.

VI. *Multiply* and *subtract* as before, and the remainder is ab^2.

VII. Bring down the last term $-b^3$.

VIII. a is contained in ab^2, $+\;b^2$ times; put this in the quotient.

IX. *Multiply* and *subtract* as before, and nothing remains; the *quotient* therefore is $a^2-2ab+b^2$.

Ex. 2.

$$
\begin{array}{l}
a^2+2ax+x^2)\,a^5+5a^4x+10a^3x^2+10a^2x^3+5ax^4+x^5\,(a^3+3a^2x+3ax^2+x^3 \\
\qquad\qquad\quad \underline{a^5+2a^4x+\;a^3x^2} \\
\qquad\qquad\quad * \quad 3a^4x+9a^3x^2+10a^2x^3 \\
\qquad\qquad\qquad\;\; \underline{3a^4x+6a^3x^2+\;3a^2x^3} \\
\qquad\qquad\qquad\quad * \qquad 3a^3x^2+\;7a^2x^3+5ax^4 \\
\qquad\qquad\qquad\qquad\quad\;\; \underline{3a^3x^2+\;6a^2x^3+3ax^4} \\
\qquad\qquad\qquad\qquad\quad * \qquad a^2x^3+2ax^4+x^5 \\
\qquad\qquad\qquad\qquad\qquad\qquad \underline{a^2x^3+2ax^4+x^5} \\
\qquad\qquad\qquad\qquad\qquad\qquad * \quad\; * \quad\; *
\end{array}
$$

Ex. 3.

$$4x^2-7x)\,12x^5-13x^4-34x^3+40x^2\,\left(3x^3+2x^2-5x+\frac{5x^2\,(^*)}{4x^2-7x}\right.$$

$$\begin{array}{r}
\underline{12x^5-21x^4} \\
+8x^4-34x^3 \\
\underline{+8x^4-14x^3} \\
*\;-20x^3+40x^2 \\
\underline{-20x^3+35x^2} \\
*\;\;+5x^2
\end{array}$$

Ex. 4.

$$3x-6)\;6x^4-96\;\left(2x^3+4x^2+8x+16\right.$$

$$\begin{array}{r}
\underline{6x^4-12x^3} \\
*\;+12x^3-96 \\
\underline{+12x^3-24x^2} \\
*\;+24x^2-96 \\
\underline{+24x^2-48x} \\
*\;+48x-96 \\
\underline{+48x-96} \\
*\qquad *
\end{array}$$

Ex. 5.

$$x^2+x-1)\,x^6-x^4+x^3-x^2-1\,\left(x^4-x^3+x^2-x+1-\frac{2x}{x^2+x-1}\right.$$

$$\begin{array}{l}
\underline{x^6+x^5-x^4} \\
\quad -x^5+x^3-x^2 \\
\quad \underline{-x^5-x^4+x^3} \\
\qquad x^4-x^2-1 \\
\qquad \underline{x^4+x^3-x^2} \\
\qquad\quad -x^3-1 \\
\qquad\quad \underline{-x^3-x^2+x} \\
\qquad\qquad x^2-x-1 \\
\qquad\qquad \underline{x^2+x-1} \\
\qquad\qquad\quad -2x
\end{array}$$

(*) When there is a *remainder*, it must be made the *numerator* of a Fraction whose denominator is the *divisor;* this Fraction must then be placed in the *quotient* (with its proper sign), the same as in common Arithmetic.

Ex. 6.

$$
\begin{array}{l}
1+x)1 \quad (1-x+x^2-x^3+\dfrac{x^4}{1+x} \\
\quad\quad\;\; \underline{1+x} \\
\quad\quad\;\;\; -x \\
\quad\quad\;\;\; \underline{-x-x^2} \\
\quad\quad\quad\quad\;\; x^2 \\
\quad\quad\quad\quad\;\; \underline{x^2+x^3} \\
\quad\quad\quad\quad\quad\; -x^3 \\
\quad\quad\quad\quad\quad\; \underline{-x^3-x^4} \\
\quad\quad\quad\quad\quad\quad\quad x^4
\end{array}
$$

In this last Example, the division may be continued to any number of terms at pleasure, observing only to place the whole divisor under the last remainder.

Ex. 7. Divide $a^4+4a^3b+6a^2b^2+4ab^3+b^4$ by $a+b$.

Answer, $a^3+3a^2b+3ab^2+b^3$.

Ex. 8. . . . . $a^5-5a^4x+10a^3x^2-10a^2x^3+5ax^4-x^5$ by $a^3-3a^2x+3ax^2-x^3$.

Answ. $a^2-2ax+x^2$.

Ex. 9. . . . . $25x^6-x^4-2x^3-8x^2$ by $5x^3-4x^2$.

Answ. $5x^3+4x^2+3x+2$.

Ex. 10. . . . . $a^4+8a^3x+24a^2x^2+32ax^3+16x^4$ by $a+2x$.

Answ. $a^3+6a^2x+12ax^2+8x^3$.

Ex. 11. . . . . a^5-x^5 by $a-x$.

Answ. $a^4+a^3x+a^2x^2+ax^3+x^4$.

Ex. 12. . . . . $6x^4+9x^2-20x$ by $3x^2-3x$.

Answ. $2x^2+2x+5-\dfrac{5x}{3x^2-3x}$.

Ex. 13. . . . . $9x^6-46x^5+95x^2+150x$ by x^2-4x-5.

Answ. $9x^4-10x^3+5x^2-30x$.

Ex. 14. . . . . a^2 by $1-x^3$.

Answ. $a^2+a^2x^3+a^2x^6+\dfrac{a^2x^9}{1-x^3}$.

VII.

On the Application of the foregoing Rules to Quantities with literal Coefficients.

27. In applying the foregoing Rules to quantities with *literal* coefficients, such as, mx, ny, qx^2, &c., (where m, n, q, &c. may be considered as the coefficients of x, y, x^2, &c.) a compound quantity may be expressed by placing the coefficients of *like* quantities one after another (with their proper signs) in a parenthesis, and then annexing the common letter or letters. Thus, the *sum* of mx and nx, which is $mx+nx$, may be expressed by $(m+n)x$; their *difference*, which is $mx-nx$, by $(m-n)x$; the multinomial $mx^2+nx^2-px^2+qx^2$, by $(m+n-p+q)x^2$; and the mixed multinomial $pxy+qy^2-rxy+my^2-nxy$, by $(p-r-n)xy+(q+m)y^2$; &c. &c. According to this method of notation the operations are performed in the following Examples.

Ex. 1.

$$\text{Add}\begin{cases} \quad my^2+ny+z \\ -py^2-ry+nz \\ \quad qy^2+my-vz \\ \qquad\quad +ry-qz \end{cases}$$

$$\overline{(m-p+q)y^2+(n+m)y+(1+n-v-q)z}$$

Ex. 2.

$$\begin{array}{ll} \text{From} & px^3+qx^2-rx+s \\ \text{Subtract} & mx^3-nx^2+tx-v \\ \hline \text{Remainder} & (p-m)x^3+(q+n)x^2-(r+t)x+s+v \end{array}$$ [a]

([a]) As the sign prefixed to quantities in a parenthesis affects them *all*, when this sign is *negative*, the signs of all those quantities must be changed in putting them into the parenthesis. Thus, when $+tx$ is subtracted from $-rx$, the result is $-rx-tx$; and, as this means that the *sum* of rx and tx is to be *subtracted*, that *negative* sum is expressed by $-(rx+tx)=-(r+t)x$. For the same reason, any *multinomial* quantity, $-mx^2-nx^2-qx^2+rx^2$, when put into a parenthesis with a *negative* sign prefixed, becomes $-(m+n+q-r)x^2$

Ex. 3.

$$\begin{array}{rl}
\text{Multiply} & px^2+qx-r \\
\text{by} & mx-n \\
\hline
& mpx^3+mqx^2-mrx \\
& \qquad -npx^2-nqx+nr \\
\hline
\text{Product} & mpx^3+(mq-np)x^2-(mr+nq)x+nr \\
\hline\hline
\end{array}$$

Ex. 4.

$$\begin{array}{rl}
\text{Multiply} & ax^2-bx+c \\
\text{by} & x^2-cx+1 \\
\hline
& ax^4-bx^3+cx^2 \\
& \quad -acx^3+bcx^2-c^2x \\
& \qquad\qquad +ax^2-bx+c \\
\hline
\text{Product} & ax^4-(b+ac)x^3+(c+bc+a)x^2-(c^2+b)x+c \\
\hline\hline
\end{array}$$

Ex. 5. (Division.)

$$\begin{array}{l}
x^2-cx+1)\,ax^4-(b+ac)x^3+(c+bc+a)x^2-(c^2+b)x+c\,(ax^2-bx+c \\
\qquad\qquad ax^4-acx^3+ax^2 \\
\hline
\qquad\qquad\quad -bx^3+(c+bc)x^2-(c^2+b)x \\
\qquad\qquad\quad -bx^3+bcx^2-bx \\
\hline
\qquad\qquad\qquad\qquad +cx^2-c^2x+c \\
\qquad\qquad\qquad\qquad +cx^2-c^2x+c \\
\hline
\qquad\qquad\qquad\qquad\quad * \qquad * \qquad * \\
\hline\hline
\end{array}$$

Ex. 6. Multiply mx^2-nx-r . . . . by $nx-r$.

ANSWER, $mnx^3-(n^2+mr)x^2+r^2$

Ex. 7. Multiply x^3-px^2+qx-r . . by $x-a$.

ANSW. $x^4-(a+p)x^3+(q+ap)x^2-(r+aq)x+ar$.

Ex. 8. Multiply px^2-rx+q . . . . by x^2-rx-q.

ANSW. $px^4-(1+p)rx^3+(q+r^2-pq)x^2-q^2$.

Ex. 9. Divide $ax^3-(a^2+b)x^2+b^2$. by $ax-b$.

ANSW. x^2-ax-b

VIII.

Some general Theorems, deduced by means of the foregoing Rules.

From the clear and distinct manner in which quantity and its several relations are represented throughout every part of an algebraic operation, the exemplification of its most ordinary rules affords the means of investigating certain general Theorems relating to the *sum*, *difference*, *product*, &c. &c. of numbers, of which the following are examples.

28. Let a and b be any two numbers, of which a is the greater and b the lesser, and let their *sum* be represented by s and their *difference* by d.

$$\begin{array}{ll} \text{Then} & a+b=s \\ \text{and} & a-b=d \\ \hline \therefore \text{by Addition,} & 2a=s+d \\ \text{and} & a=\frac{s}{2}+\frac{d}{2} \\ \text{by Subtraction,} & 2b=s-d \\ \text{and} & b=\frac{s}{2}-\frac{d}{2} \end{array}$$

From which we deduce this general Theorem, that "if the *sum* and *difference* of any two numbers be given, the *greater* of them may be found by adding half the given sum to half the given difference; and the *lesser*, by subtracting half the given difference from half the given sum."

29. Let a, b, s, d have the same relation as before, then

$$\begin{array}{l} s=a+b \\ d=a-b \\ \hline \end{array}$$

Hence, by Multiplication, $s\times d=a^2-b^2$ (See Ex. 2. Case III. p. 21.)

$$\therefore\ s=\frac{a^2-b^2}{d}$$

$$\text{and } d=\frac{a^2-b^2}{s}$$

appears, that "if the *sum* and *difference* of any multiplied together, the *product* of that sum and

difference gives the *difference of the squares* of the two numbers;" and that "if the difference of the squares of the two numbers be divided by their *difference*, it gives their *sum*; and if by their *sum*, it gives their *difference*."

30. Let the number c be divided into any two parts, a and b;

$$\begin{array}{l} \text{Then } c=a+b \\ \phantom{\text{Then }} \underline{c=a+b} \end{array}$$

$\therefore$ by Multiplication, $c^2=a^2+2ab+b^2$ (See Ex. 1. Case III. p. 21.)

From which we infer, that "if a number be divided into two parts, the *square* of the number is equal to the *sum of the squares* of the two parts, together with *twice the product* of those parts."

31. Let a and b be any two numbers; then

Their difference $=a-b$

The difference of their cubes $=a^3-b^3$

By actual division, $a-b)a^3-b^3\ (a^2+ab+b^2$ (quotient)

$$\begin{array}{l} \underline{a^3-a^2b} \\ \quad +a^2b-b^3 \\ \quad \underline{+a^2b-ab^2} \\ \qquad\quad +ab^2-b^3 \\ \qquad\quad \underline{+ab^2-b^3} \\ \qquad\qquad * \quad * \end{array}$$

Hence it appears, that "if the *difference of the cubes* of any two numbers be divided by their *difference*, the *quotient* arising will be equal to the *sum of the squares* of the two numbers together with their *product*."

CHAPTER II.

ON ALGEBRAIC FRACTIONS.

The Rules for the management of Algebraic Fractions are the same with those in Common Arithmetic.

IX.

ON THE REDUCTION OF FRACTIONS.

32. *To reduce a Mixed Quantity to a Fraction.*

Rule. "Multiply the *integral* part by the denominator of the *fractional*, and to the *product* annex the numerator with its proper sign; under this *sum* place the former denominator, and the result is the fraction required."

Ex. 1. Reduce $3a+\frac{2x}{5a^2}$ to a fraction.

The integral part $\times$ the *denominator* of the fraction, $+$ the *numerator* $=3a\times 5a^2+2x=15a^3+2x$;

Hence, $\frac{15a^3+2x}{5a^2}$ is the fraction required.

Ex. 2.

Reduce $5x-\frac{4b}{6a^2}$ to a fraction.

Here $5x\times 6a^2=30a^2x$; to this add the numerator with its proper sign, viz. $-4b$; then $\frac{30a^2x-4b}{6a^2}$ is the fraction required.

Ex. 3.

Reduce $5x-\frac{2x-3}{7}$ to a fraction.

Here $5x\times 7=35x$. In adding the numerator $2x-3$ *with its proper sign*, it is to be recollected, that the sign $-$ affixed to the fraction $\frac{2x-3}{7}$ means that the *whole* of that fraction is to be *sub-*

tracted, and consequently the signs of each term of the numerator must be *changed* when it is combined with $35x$; hence, the fraction required is $\frac{35x-2x+3}{7}=\frac{33x+3}{7}$.

Ex. 4. Reduce $4ab+\frac{2c}{3a}$ to a fraction.

ANSWER, $\frac{12a^2b+2c}{3a}$.

Ex. 5. . . . . $3b^2-\frac{4a}{5x}$ to a fraction.

ANSW. $\frac{15b^2x-4a}{5x}$.

Ex. 6. . . . . $a-x+\frac{a^2-ax}{x}$ to a fraction.

ANSW. $\frac{a^2-x^2}{x}$.

Ex. 7. . . . . $3x^2-\frac{4x-9}{10}$ to a fraction.

ANSW. $\frac{30x^2-4x+9}{10}$.

33. *To reduce a Fraction to a Mixed Quantity.*

RULE. "Observe which terms of the *numerator* are divisible by the *denominator* without a remainder, the quotient will give the *integral* part; to this annex (with their proper signs, and observing the caution given in Ex. 3. of the last Article,) the remaining terms of the numerator with the denominator under them, and the result will be the mixed quantity required."

EXAMPLE 1.

Reduce $\frac{a^2+ab+b^2}{a}$ to a mixed quantity.

Here $\frac{a^2+ab}{a}=a+b$ is the *integral* part,

and $\frac{b^2}{a}$ is the *fractional* part;

$\therefore a+b+\frac{b^2}{a}$ is the mixed quantity required.

Ex. 2.

Reduce $\frac{15a^2+2x-3c}{5a}$ to a mixed quantity.

Here $\frac{15a^2}{5a}=3a$ is the *integral* part,

and $\frac{2x-3c}{5a}$ is the *fractional* part;

$\therefore 3a+\frac{2x-3c}{5a}$ is the mixed quantity required.

Ex. 3. Reduce $\frac{4x^2-5a}{2x}$ to a mixed quantity.

Answer, $2x-\frac{5a}{2x}$.

Ex. 4. . . . . $\frac{12a^2+4a-3c}{4a}$ to a mixed quantity.

Answ. $3a+1-\frac{3c}{4a}$.

Ex. 5. . . . . $\frac{25x^3-3a+2c}{5x}$ to a mixed quantity.

Answ. $5x^2-\frac{3a-2c}{5x}$.

34. ***To reduce Fractions to a common Denominator.***

Rule. "Multiply each numerator into every denominator ***but its own*** for the new numerators, and ***all the denominators together*** for the common denominators."

Example 1.

Reduce $\frac{2x}{3}$, $\frac{5x}{b}$, and $\frac{4a}{5}$, to a common denominator.

$$\left.\begin{array}{l} 2x\times b\times 5=10bx \\ 5x\times 3\times 5=75x \\ 4a\times 3\times b=12ab \end{array}\right\}\text{new numerators;}$$

$$3\times b\times 5=15b \text{ common denominator;}$$

Hence the fractions required are $\frac{10bx}{15b}$, $\frac{75x}{15b}$, $\frac{12ab}{15b}$.

Ex. 2.

Reduce $\frac{2x+1}{5}$, and $\frac{3x}{4}$, to a common denominator.

$$\left.\begin{array}{r} \text{Here } (2x+1)\times 4 = 8x+4 \\ 3x\times 5 = 15x \end{array}\right\}\text{ new numerators;}$$
$$5\times 4 = 20 \text{ common denominator;}$$

Hence the fractions required are $\frac{8x+4}{20}$, and $\frac{15x}{20}$.

Ex. 3.

Reduce $\frac{5x}{a+x}$, $\frac{a-x}{3}$, and $\frac{1}{2x}$, to a common denominator.

$$\begin{array}{l} \text{Here } 5x\times\quad 3\times 2x = 30x^2 \\ (a-x)\times(a+x)\ \times 2x = 2a^2x-2x^3 \\ 1\quad\times(a+x)\ \times 3\ = 3a\ +3x \\ \hline (a+x)\times 3\ \times 2x\qquad = 6ax+6x^2 \end{array}$$

$\therefore$ the new fractions are $\frac{30x^2}{6ax+6x^2}$, $\frac{2a^2x-2x^3}{6ax+6x^2}$, and $\frac{3a+3x}{6ax+6x^2}$.

Ex. 4.

Reduce $\frac{3x}{5}$, $\frac{4bx}{3a}$, and $\frac{5x^2}{a}$, to a common denominator.

Answer, $\frac{9a^2x}{15a^2}$, $\frac{20abx}{15a^2}$, and $\frac{75ax^2}{15a^2}$.

Ex. 5.

Reduce $\frac{2x+3}{x}$, and $\frac{5x+1}{3}$, to a common denominator.

Answ. $\frac{6x+9}{3x}$, and $\frac{5x^2+x}{3x}$.

Ex. 6.

Reduce $\frac{4x^2+2x}{5}$, $\frac{3x^2}{4a}$, and $\frac{2x}{3b}$, to a common denominator.

Answ. $\frac{48abx^2+24abx}{60ab}$, $\frac{45bx^2}{60ab}$, and $\frac{40ax}{60ab}$

Ex. 7.

Reduce $\frac{7x^2-1}{2x}$, and $\frac{4x^2-x+2}{2a^2}$, to a common denominator.

Answ. $\frac{14a^2x^2-2a^2}{4a^2x}$, and $\frac{8x^3-2x^2+4x}{4a^2x}$.

35. *To reduce a Fraction to its lowest terms.*

Rule. "Observe what quantity will divide all the terms both of the numerator and denominator *without a remainder;* divide

Ex. 3.

$$4x^2-7x)\,12x^5-13x^4-34x^3+40x^2\,(3x^3+2x^2-5x+\frac{5x^2\,(a)}{4x^2-7x}$$

$$\begin{array}{l}
12x^5-21x^4 \\ \hline
\quad +\ 8x^4-34x^3 \\
\quad +\ 8x^4-14x^3 \\ \hline
\qquad *\ -20x^3+40x^2 \\
\qquad\quad -20x^3+35x^2 \\ \hline
\qquad\qquad *\quad +\ 5x^2 \\ \hline\hline
\end{array}$$

Ex. 4.

$$3x-6\,)\ 6x^4-96\ \ (2x^3+4x^2+8x+16$$

$$\begin{array}{l}
6x^4-12x^3 \\ \hline
*\ +12x^3-96 \\
\quad +12x^3-24x^2 \\ \hline
\qquad *\ +24x^2-96 \\
\qquad\quad +24x^2-48x \\ \hline
\qquad\qquad *\ +48x-96 \\
\qquad\qquad\quad +48x-96 \\ \hline
\qquad\qquad\quad *\qquad * \\ \hline\hline
\end{array}$$

Ex. 5.

$$x^2+x-1)\,x^6-x^4+x^3-x^2-1\,(x^4-x^3+x^2-x+1-\frac{2x}{x^2+x-1}$$

$$\begin{array}{l}
x^6+x^5-x^4 \\ \hline
-x^5+x^3-x^2 \\
-x^5-x^4+x^3 \\ \hline
\quad x^4-x^2-1 \\
\quad x^4+x^3-x^2 \\ \hline
\qquad -x^3-1 \\
\qquad -x^3-x^2+x \\ \hline
\qquad\quad x^2-x-1 \\
\qquad\quad x^2+x-1 \\ \hline
\qquad\quad -2x \\ \hline\hline
\end{array}$$

(a) When there is a *remainder*, it must be made the *numerator* of a Fraction whose denominator is the *divisor;* this Fraction must then be placed in the *quotient* (with its proper sign), the same as in common Arithmetic.

Ex. 6.

$$
\begin{array}{l}
1+x)\,1 \quad (1-x+x^2-x^3+\dfrac{x^4}{1+x} \\
\quad\;\; \underline{1+x} \\
\quad\quad -x \\
\quad\quad \underline{-x-x^2} \\
\quad\quad\quad\quad x^2 \\
\quad\quad\quad\quad \underline{x^2+x^3} \\
\quad\quad\quad\quad\quad -x^3 \\
\quad\quad\quad\quad\quad \underline{-x^3-x^4} \\
\quad\quad\quad\quad\quad\quad\quad x^4
\end{array}
$$

In this last Example, the division may be continued to any number of terms at pleasure, observing only to place the whole divisor under the last remainder.

Ex. 7. Divide $a^4+4a^3b+6a^2b^2+4ab^3+b^4$ by $a+b$.

ANSWER, $a^3+3a^2b+3ab^2+b^3$.

Ex. 8. . . . . $a^5-5a^4x+10a^3x^2-10a^2x^3+5ax^4-x^5$ by $a^3-3a^2x+3ax^2-x^3$.

ANSW. $a^2-2ax+x^2$.

Ex. 9. . . . . $25x^6-x^4-2x^3-8x^2$ by $5x^3-4x^2$.

ANSW. $5x^3+4x^2+3x+2$.

Ex. 10. . . . . $a^4+8a^3x+24a^2x^2+32ax^3+16x^4$ by $a+2x$.

ANSW. $a^3+6a^2x+12ax^2+8x^3$.

Ex. 11. . . . . a^5-x^5 by $a-x$.

ANSW. $a^4+a^3x+a^2x^2+ax^3+x^4$.

Ex. 12. . . . . $6x^4+9x^2-20x$ by $3x^2-3x$.

ANSW. $2x^2+2x+5-\dfrac{5x}{3x^2-3x}$.

Ex. 13. . . . . $9x^6-46x^5+95x^2+150x$ by x^2-4x-5.

ANSW. $9x^4-10x^3+5x^2-30x$.

Ex. 14. . . . . a^2 by $1-x^3$.

ANSW. $a^2+a^2x^3+a^2x^6+\dfrac{a^2x^9}{1-x^3}$.

$$\left.\begin{aligned}(2x+3)\times2x\times7 &= 28x^2+42x\\(3x-1)\times5\times7 &= 105x-35\\4x\times5\times2x &= 40x^2\\\hline 5\times2x\times7 &= 70x\end{aligned}\right\}\therefore\frac{28x^2+42x+105x-35+40x}{70x}=\frac{68x^2+147x-35}{70x}\text{ is the sum required.}$$

Ex. 4. Add $\frac{3x}{7}$, $\frac{5x}{9}$, and $\frac{4x}{11}$, together.

Answer, $\frac{934x}{693}$.

Ex. 5. . . . $\frac{3a^2}{2b}$, $\frac{2a}{5}$, and $\frac{3b}{7a}$, together.

Answ. $\frac{105a^3+28a^2b+30b^2}{70ab}$.

Ex. 6. . . . $\frac{2x+1}{3}$, $\frac{4x+2}{5}$, and $\frac{x}{7}$, together.

Answ. $\frac{169x+77}{105}$.

Ex. 7. . . . $\frac{5a^2+b}{3b}$, and $\frac{4a^2+2b}{5b}$, together.

Answ. $\frac{37a^2+11b}{15b}$.

Ex. 8. . . . $\frac{2x-5}{3}$, and $\frac{x-1}{2x}$, together.

Answ. $\frac{4x^2-7x-3}{6x}$.

Ex. 9. . . . $\frac{x}{x-3}$, and $\frac{x}{x+3}$, together.

Answ. $\frac{2x^2}{x^2-9}$.

Ex. 10. . . . $\frac{a+b}{a-b}$, and $\frac{a-b}{a+b}$, together.

Answ. $\frac{2a^2+2b^2}{a^2-b^2}$.

37. *To subtract Fractional Quantities.*

Rule. "Reduce the fractions to a common denominator; and then subtract the numerators from each other, and under the difference write the common denominator."

EXAMPLE 1.

Subtract $\frac{3x}{5}$ from $\frac{14x}{15}$

$$\left.\begin{array}{r} 3x\times 15=45x \\ 14x\times \ \ 5=70x \\ \hline 5\times 15=75 \end{array}\right\} \therefore \frac{70x-45x}{75}=\frac{25x}{75}=\frac{x}{3} \text{ is the difference required.}$$

Ex. 2.

Subtract $\frac{2x+1}{3}$ from $\frac{5x+2}{7}$.

$$\left.\begin{array}{r} (2x+1)\times 7=14x+7 \\ (5x+2)\times 3=15x+6 \\ \hline 3\times 7=21 \end{array}\right\} \therefore \frac{15x+6-14x-7}{21}=\frac{x-1}{21} \text{ is the fraction required.}$$

Ex. 3.

From $\frac{10x-9}{8}$ subtract $\frac{3x-5}{7}$.

$$\left.\begin{array}{r} (10x-9)\times 7=70x-63 \\ (3x-5)\times 8=24x-40 \\ \hline 8\times 7=56 \end{array}\right\} \therefore \frac{70x-63-24x+40}{56}=\frac{46x-23}{56} \text{ is the fraction required.}$$

Ex. 4.

From $\frac{a+b}{a-b}$ subtract $\frac{a-b}{a+b}$.

$$\left.\begin{array}{r} (a+b)(a+b)=a^2+2ab+b^2 \\ (a-b)(a-b)=a^2-2ab+b^2 \\ \hline (a-b)(a+b)=a^2-b^2 \end{array}\right\} \therefore \frac{a^2+2ab+b^2-a^2+2ab-b^2}{a^2-b^2}=\frac{4ab}{a^2-b^2} \text{ is the fraction required.}$$

Ex. 5. Subtract $\frac{4x}{5}$ from $\frac{9x}{10}$ . . . . . . ANSWER, $\frac{x}{10}$.

Ex. 6. . . . . . $\frac{5x+1}{7}$ from $\frac{21x+3}{4}$. ANSW. $\frac{127x+17}{28}$.

Ex. 7. . . . . . $\frac{3x+1}{x+1}$ from $\frac{4x}{5}$. ANSW. $\frac{4x^2-11x-5}{5x+5}$.

Ex. 8. . . . . . $\frac{2x-3}{3x}$ from $\frac{4x+2}{3}$. ANSW. $\frac{4x^2+3}{3x}$.

Ex. 9. . . . . . $\frac{1}{a+b}$ from $\frac{1}{a-b}$. ANSW. $\frac{2b}{a^2-b^2}$.

...ct $\frac{3x-7}{8}$ from $\frac{4x}{7}$. Answ. $\frac{11x+49}{56}$.

38. *To multiply Fractional Quantities.*

Rule. "Multiply their numerators together for a new numerator, and their denominators together for a new denominator, and reduce the resulting fraction to its lowest terms."

Example 1.

Multiply $\frac{2x}{7}$ by $\frac{4x}{9}$

$$\left.\begin{array}{r} 2x \times 4x = 8x^2 \\ 7 \times 9 = 63 \end{array}\right\} \therefore \text{ the fraction required is } \frac{8x^2}{63}.$$

Ex. 2. Multiply $\frac{4x+1}{3}$ by $\frac{6x}{7}$.

Here
$(4x+1) \times 6x = 24x^2 + 6x$
and
$3 \times 7 = 21$

$\therefore \frac{24x^2+6x}{21} =$ (dividing the numerator and denominator by 3) $\frac{8x^2+2x}{7}$ is the fraction required.

Ex. 3. Multiply $\frac{a^2-b^2}{5b}$ by $\frac{3a^2}{a+b}$.

By Ex. 2. Case III. page 21. $(a^2-b^2) \times 3a^2 = (a+b)(a-b) \times 3a^2$; hence the product is $\frac{3a^2 \times (a+b)(a-b)}{5b \times (a+b)} =$ (dividing numerator and denominator by $a+b$) $\frac{3a^2 \times (a-b)}{5b}$ $= \frac{3a^3-3a^2b}{5b}$.

Ex. 4. Multiply $\frac{3x^2-5x}{14}$ by $\frac{7a}{2x^3-3x}$.

Here
$(3x^2-5x) \times 7a = 21ax^2 - 35ax$
and
$(2x^3-3x) \times 14 = 28x^3 - 42x$

$\therefore \frac{21ax^2-35ax}{28x^3-42x} =$ (dividing the numerator and denominator by $7x$) $\frac{3ax-5a}{4x^2-6}$ is the fraction required.

Ex. 5. Multiply $\frac{2x}{x-1}$ by $\frac{3x}{7}$. ANSWER, $\frac{6x^2}{7x-7}$.

Ex. 6. . . . . . $\frac{3x^2-x}{5}$ by $\frac{10}{2x^2-4x}$. ANSW. $\frac{3x-1}{x-2}$.

Ex. 7. . . . . . $\frac{2a}{a-b}$ by $\frac{a^2-b^2}{8}$. ANSW. $\frac{a^2+ab}{4}$.

Ex. 8. . . . . . $\frac{3x^2}{5x-10}$ by $\frac{15x-30}{2x}$. ANSW. $\frac{9x}{2}$.

39. *On the Division of Fractions.*

RULE. "*Invert* the divisor, and proceed as in Multiplication."

Ex. 1. Divide $\frac{14x^2}{9}$ by $\frac{2x}{3}$.

Invert the divisor and it becomes $\frac{3}{2x}$; hence $\frac{14x^2}{9}\times\frac{3}{2x}=\frac{42x^2}{18x}$ $=\frac{7x}{3}$ (dividing the numerator and denominator by $6x$) is the fraction required.

Ex. 2. Divide $\frac{14x-3}{5}$ by $\frac{10x-4}{25}$.

$$\frac{14x-3}{5}\times\frac{25}{10x-4}=\frac{(14x-3)\times 5}{10x-4}=\frac{70x-15}{10x-4}.$$

Ex. 3. Divide $\frac{5a^2-5b^2}{2a}$ by $\frac{4a+4b}{6b}$.

$\frac{5a^2-5b^2}{2a}=\frac{5(a+b)(a-b)}{2a}$

$\frac{4a+4b}{6b}=\frac{4(a+b)}{6b}$;

$\therefore \frac{5(a+b)(a-b)}{2a}\times\frac{6b}{4\times(a+b)}=\frac{30b(a-b)}{8a}=\frac{15ab-15b^2}{4a}$ is the fraction required.

Ex. 4. Divide $\frac{4x}{7}$ by $\frac{9x}{5}$. ANSWER, $\frac{20}{63}$.

Ex. 5. . . . . $\frac{4x+2}{3}$ by $\frac{2x+1}{5x}$. ANSW. $\frac{10x}{3}$.

Ex. 6. . . . . $\frac{x^2-9}{5}$ by $\frac{x+3}{4}$. ANSW. $\frac{4x-12}{5}$.

Ex. 7. . . . . $\frac{9x^2-3x}{5}$ by $\frac{x^2}{5}$. ANSW. $\frac{9x-3}{x}$.

XI.

...ne Method of finding the Greatest Common Measure of two or more Quantities.

40. One quantity is said to *measure* another, when it is contained in that other a certain number of times, without a remainder.

41. A quantity is said to be a *multiple* of another, when it contains that other quantity a certain number of times, without a remainder.

42. A *common measure* of two or more quantities is any quantity which measures them all; and the *greatest* common measure is the greatest quantity which will so measure them. Thus, $2a$ is a common measure of the quantities $24ab^3$, $16a^2bc$, and $12abc^2$, and their *greatest* common measure is $4ab$.

43. If one quantity measures another, it will also measure any *multiple* of that quantity. Thus, let b measure a by the units in m, then $a=mb$; and let na be a multiple (denoted by the units in n) of a, then $na=nmb$; consequently b measures na by the units in nm.

44. If one quantity measures two others, it will also measure their sum and difference. For let c measure a by the units in m, and b by the units in n, then $a=mc$, and $b=nc$; therefore, $a\pm b$[a] $=mc\pm nc$, $=(m\pm n)c$; consequently c measures $a+b$ (their *sum*) by the units in $m+n$, and $a-b$ (their *difference*) by the units in $m-n$.

45. The Rule for finding the greatest common measure of two *numbers* may be thus investigated. Let a and b be any two numbers, whereof a is the greater; and let the following operation be performed upon them: viz.

$$\begin{array}{r} b)\,a\,(p \\ \underline{pb} \\ c)\,b\,(q \\ \underline{qc} \\ d)\,c\,(r \\ \underline{rd} \\ 0 \end{array}$$

Where a divided by b gives the *quotient* p, and *remainder* c; b divided by c, the quotient q, and remainder d; c divided by d, the quotient r, and remainder 0. Then, since in each case the *dividend* is equal to the *divisor* multiplied by the *quotient* plus the *remainder*, we have,

---

(a) The quantity $a\pm b$ means a *plus* or *minus* b.

$c=rd$

$b=qc+d=$ (since $qc=qrd$) $qrd+d=(qr+1)d$

$a=pb+c=\left(\begin{array}{l}\text{since } pb=(pqr+p)d\\ \text{and } \quad c= \qquad\qquad rd\end{array}\right)(pqr+p+r)d.$ Hence, since p, q, r are *whole numbers*, d is contained in b as many times as there are units in $qr+1$, and in a as many times as there are units in $pqr+p+r$; consequently the *last divisor* d is a common measure of a and b; and this is evidently the case, whatever be the length of the operation, provided that it be carried on till the remainder is nothing.

This last divisor d is also the *greatest* common measure of a and b. For let x be any common measure of a and b, such that $a=mx$, and $b=nx$, then

$c=a-pb=mx-pnx=(m-pn)x$

$d=b-qc=nx-(qm-pqn)x=(n-qm+pqn)x$; $\therefore$ x measures d by the units in $n-qm+pqn$, that is *every* common measure of a and b measures d. Now it has been shown that d is a common measure of a and b; and the greatest measure of d is evidently itself; consequently d is the greatest common measure of a and b. Hence this Rule for finding the greatest common measure of two numbers: "Divide the greater by the lesser, and the preceding divisor by the last remainder, till nothing remains; the last divisor is the greatest common measure."

To find the greatest common measure of *three* numbers, a, b c; let d be the greatest common measure of a and b, and x the greatest common measure of d and c; then x is the greatest common measure of a, b, and c. For, let $a=md$, $b=nd$, $d=px$; then $a=mpx$, and $b=npx$, therefore x is a common measure of a and b; and, since it also measures c, it will be a common measure of a, b, and c. But, as above, *every* common measure of a and b measures d; therefore *every* common measure of a, b, and c, measures d and c; and consequently the greatest common measure of d and c, or x, will also be the greatest common measure of a, b, and c.

In general, let there be any set of numbers, a, b, c, d, e, &c.; and let x be the greatest common measure of a and b; y the greatest common measure of x and c; z the greatest common measure of y and d; &c. &c.; then will y be the greatest com-

mon measure of a, b, c; z the greatest common measure of a, b, c, d; &c. &c.

46. To find the greatest *simple* common measure of *Algebraic* quantities, the Rule is, "to find the greatest common measure of their coefficients, and then annex to it the letters common to all the quantities;" thus the greatest common measure of $24ax^2y^2$, $16bxy$, and $6axy^2$, is $2xy$.

To find the greatest *compound* common measure of two algebraic quantities, "first divide each of them by their greatest *simple* common measure (if they have one); arrange their terms according to the dimensions of the same letter, and divide either, or both of them, by the greatest simple factor which it may contain; then perform on them the same operation as that for finding the greatest common measure of two *numbers*, observing only, that the remainders which arise are to be divided by their greatest simple factors, and that the dividends may, if requisite, be multiplied by any simple quantity which will make the first term of the dividend a multiple of the first term of the divisor. Lastly, multiply the compound common measure thus obtained by the *simple* one originally taken out, and the product will be the greatest common measure required."[a]

EXAMPLE 1.

Find the greatest common measure of $6a^2+11ax+3x^2$ and $6a^2+7ax-3x^2$.

These quantities having no simple divisors, we immediately proceed as follows:

$$\begin{array}{r} 6a^2+7ax-3x^2)\,6a^2+11ax+3x^2\,(1 \\ \underline{6a^2+\ \ 7ax-3x^2} \\ +\ \ 4ax+6x^2 \end{array}$$

[a] The rejection of these simple factors from the original quantities, and from the remainders which arise in the process, or the multiplication of the dividends pointed out in the Rule, will not affect the compound common measure sought; which can have no simple factor, because the original quantities have (by the Rule) their simple factors taken out, previously to this part of the process.

Dividing $4ax+6x^2$ by its greatest simple divisor, $2x$, we have

$$\begin{array}{r} 2a+3x)6a^2+7ax-3x^2(3a-x \\ \underline{6a^2+9ax} \\ -2ax-3x^2 \\ \underline{-2ax-3x^2} \\ * \quad * \end{array}$$

Hence $2a+3x$ is the greatest common measure.

Ex. 2.

Find the greatest common measure of $8a^2b^2-10ab^3+2b^4$ and $9a^4b-9a^3b^2+3a^2b^3-3ab^4$.

The greatest simple common measure of these quantities is b; which being taken out from both, they become $8a^2b-10ab^2+2b^3$ and $9a^4-9a^3b+3a^2b^2-3ab^3$; the former of these is divisible by $2b$, and the latter by $3a$; which divisions being made, the given quantities are reduced to $4a^2-5ab+b^2$, and $3a^3-3a^2b+ab^2-b^3$. Multiply this last by 4, to make the operation succeed, and we have

$$\begin{array}{r} 4a^2-5ab+b^2)12a^3-12a^2b+4ab^2-4b^3(3a \\ \underline{12a^3-15a^2b+3ab^2} \\ 3a^2b+ab^2-4b^3 \end{array}$$

Dividing the remainder by b, and multiplying the new dividend by 3, we have

$$\begin{array}{r} 3a^2+ab-4b^2)12a^2-15ab+3b^2(4 \\ \underline{12a^2+4ab-16b^2} \\ -19ab+19b^2 \end{array}$$

Lastly, divide the remainder by $-19b$, and proceed thus:

$$\begin{array}{r} a-b)3a^2+ab-4b^2(3a+4b \\ \underline{3a^2-3ab} \\ 4ab-4b^2 \\ \underline{4ab-4b^2} \\ * \quad * \end{array}$$

which gives $a-b$ for the *compound* common measure; and this being multiplied into the *simple* one b, we have $ab-b^2$ for the greatest common measure sought.

$$\left.\begin{array}{r} (2x+3)\times 2x\times 7=28x^2+42x \\ (3x-1)\times 5\times 7=105x-35 \\ 4x\times 5\times 2x=40x^2 \\ \hline 5\times 2x\times 7=70x \end{array}\right\} \therefore \frac{28x^2+42x+105x-35+40x}{70x} = \frac{68x^2+147x-35}{70x}$$ is the sum required.

Ex. 4. Add $\frac{3x}{7}$, $\frac{5x}{9}$, and $\frac{4x}{11}$, together.

Answer, $\frac{934x}{693}$.

Ex. 5. . . . $\frac{3a^2}{2b}$, $\frac{2a}{5}$, and $\frac{3b}{7a}$, together.

Answ. $\frac{105a^3+28a^2b+30b^2}{70ab}$.

Ex. 6. . . . $\frac{2x+1}{3}$, $\frac{4x+2}{5}$, and $\frac{x}{7}$, together.

Answ. $\frac{169x+77}{105}$.

Ex. 7. . . . $\frac{5a^2+b}{3b}$, and $\frac{4a^2+2b}{5b}$, together.

Answ. $\frac{37a^2+11b}{15b}$.

Ex. 8. . . . $\frac{2x-5}{3}$, and $\frac{x-1}{2x}$, together.

Answ. $\frac{4x^2-7x-3}{6x}$.

Ex. 9. . . . $\frac{x}{x-3}$, and $\frac{x}{x+3}$, together.

Answ. $\frac{2x^2}{x^2-9}$.

Ex. 10. . . . $\frac{a+b}{a-b}$, and $\frac{a-b}{a+b}$, together.

Answ. $\frac{2a^2+2b^2}{a^2-b^2}$.

37. *To subtract Fractional Quantities.*

Rule. "Reduce the fractions to a common denominator; an[d th]en subtract the numerators from each other, and under the dif[fe]rence write the common denominator."

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XIII.

On the Involution of Compound Algebraic Quantities.

49. The powers of compound algebraic quantities are raised by the mere application of the Rule for Compound Multiplication (Art. 22.) Thus,

Ex. 1. What is the square of $a+2b$?

$$\begin{array}{l} a+2b \\ a+2b \\ \hline a^2+2ab \\ \quad\;+2ab+4b^2 \\ \hline \text{Square}=a^2+4ab+4b^2 \end{array}$$

Ex. 2. What is the cube of a^2-x?

$$\begin{array}{l} a^2-x \\ a^2-x \\ \hline a^4-a^2x \\ \quad\;-a^2x+x^2 \\ \hline \text{Square}=a^4-2a^2x+x^2 \\ a^2-x \\ \hline a^6-2a^4x+a^2x^2 \\ \quad\;-a^4x+2a^2x^2-x^3 \\ \hline \text{Cube}=a^6-3a^4x+3a^2x^2-x^3 \end{array}$$

Ex. 3. What is the 5th power of $a+b$?

$$\begin{array}{l} a+b \\ a+b \\ \hline a^2+ab \\ \quad+ab+b^2 \\ \hline a^2+2ab+b^2=\text{Square} \\ a+b \\ \hline a^3+2a^2b+ab^2 \\ \quad+a^2b+2ab^2+b^3 \\ \hline a^3+3a^2b+3ab^2+b^3=\text{Cube} \\ a+b \\ \hline a^4+3a^3b+3a^2b^2+ab^3 \\ \quad+a^3b+3a^2b^2+3ab^3+b^4 \\ \hline a^4+4a^3b+6a^2b^2+4ab^3+b^4=\text{4th Power} \\ a+b \\ \hline a^5+4a^4b+6a^3b^2+4a^2b^3+ab^4 \\ \quad+a^4b+4a^3b^2+6a^2b^3+4ab^4+b^5 \\ \hline a^5+5a^4b+10a^3b^2+10a^2b^3+5ab^4+b^5=\text{5th Power.} \end{array}$$

Ex. 4. The 4th *power* of $a+3b$ is $a^4+12a^3b+54a^2b^2+108ab^3+81b^4$.

Ex. 5. The *square* of $3x^2+2x+5$ is $9x^4+12x^3+34x^2+20x+25$.

Ex. 6. The *cube* of $3x—5$ is $27x^3—135x^2+225x—125$.

Ex. 7. The *cube* of $x^2—2x+1$ is $x^6—6x^5+15x^4—20x^3+15x^2—6x+1$.

50. In the involution of a binomial quantity of the form $a+b$, the several terms in each successive power are found to bear a certain relation to each other, and observe a certain law, which the following Table is intended to explain.

TABLE OF THE POWERS OF $a+b$.

Powers.	Mode of expressing them.	Powers expanded.
Square	$(a+b)^2$	$a^2+2ab+b^2$.
Cube	$(a+b)^3$	$a^3+3a^2b+3ab^2+b^3$.
4th Power	$(a+b)^4$	$a^4+4a^3b+6a^2b^2+4ab^3+b^4$.
5th Power	$(a+b)^5$	$a^5+5a^4b+10a^3b^2+10a^2b^3+5ab^4+b^5$.
6th Power	$(a+b)^6$	$a^6+6a^5b+15a^4b^2+20a^3b^3+15a^2b^4+6ab^5+b^6$.

The successive powers of $a—b$ are precisely the same as those of $a+b$, except that the signs of the terms will be alternately + and —. Thus, the 4th power of $a—b$ is $a^4—4a^3b+6a^2b^2—4ab^3+b^4$; and so of the rest.

In reviewing that column of the foregoing Table which contains the powers of $a+b$ *expanded*, we may observe,

I. That in each case, the *first* term is a raised to the *given power*, and the *last* term is b raised to the *same* power; thus, in the *square*, the *first* term is a^2, and the *last* b^2; in the *cube*, the *first* term is a^3, and the *last* b^3; and so of the rest.

II. That, with respect to the intermediate terms, the powers of a *decrease*, and the powers of b *increase*, by unity in each successive term. Thus, in the fifth power, we have

In the *second* term . . . a^4b;
third . . . . . a^3b^2;
fourth . . . . a^2b^3;
fifth . . . . . ab^4;

and so in the *other* powers.

III. That in each case, the *coefficient of the second term* is the same with the *index of the given power*. Thus, in the square it is 2; in the cube it is 3; in the fourth power it is 4; and so of the rest.

IV. That if the *coefficient* of a in any term be multiplied by its *index*, and the product divided by the *number of terms to that place*, the quotient will give the *coefficient* of the *next term*. Thus,

In the *fourth* power, $\dfrac{\text{coeff. of } a \text{ in the 2d } \textit{term} \times \textit{its index}}{\text{number of terms to that place}} = \dfrac{4 \times 3}{2}$

$= \dfrac{12}{2} = 6 =$ coefficient of *third term*.

In the *sixth* power, $\dfrac{\text{coeff. of } a \text{ in the 4th } \textit{term} \times \textit{its index}}{\text{number of terms to that place}} = \dfrac{20 \times 3}{4}$

$= \dfrac{60}{4} = 15 =$ coefficient of *fifth term*.

We are thus furnished with a general Rule for raising the binomial $a+b$ to *any* power, without the process of actual multiplication. For instance, let it be required to raise $a+b$ to the *eighth* power; then, according to the Rule just laid down,

The *first* term is . . . . a^8.
The *second* . . . . . . $8a^7b$.
The *third* . . . . $\dfrac{8 \times 7}{2} a^6b^2 = 28a^6b^2$.
The *fourth* . . . . . . $\dfrac{28 \times 6}{3} a^5b^3 = 56a^5b^3$.
The *fifth* . . . . $\dfrac{56 \times 5}{4} a^4b^4 = 70a^4b^4$.

and so on.

And thus we have

$(a+b)^8 = a^8 + 8a^7b + 28a^6b^2 + 56a^5b^3 + 70a^4b^4 + 56a^3b^5 + 28a^2b^6 + 8ab^7 + b^8$.

In the same manner it will be found,

Ex. 2. That $(a-b)^7=a^7-7a^6b+21a^5b^2-35a^4b^3+35a^3b^4-21a^2b^5+7ab^6-b^7$.

Ex. 3. That $(x-y)^9=x^9-9x^8y+36x^7y^2-84x^6y^3+126x^5y^4-126x^4y^5+84x^3y^6-36x^2y^7+9xy^8-y^9$.

Ex. 4. That $(x+a)^{10}=x^{10}+10x^9a+45x^8a^2+120x^7a^3+210x^6a^4+252x^5a^5+210x^4a^6+120x^3a^7+45x^2a^8+10xa^9+a^{10}$.

In reviewing these several examples, it may be observed, that, when the number of terms in the resulting quantity is *even*, the coefficients of the two middle terms are the *same;* and that *in all cases* the coefficients *increase* as far as the *middle* terms, and then *decrease* precisely in the same manner until we come to the last term. By attending to this *law of the coefficients*, it will only be necessary to calculate them as far as the *middle term*, and then set down the rest in an *inverted order*. Thus, in Ex. 3. $(x-y)^9$,

The *first* five coefficients are 1, 9, 36, 84, 126.
The *last* five . . . . 126, 84, 36, 9, 1.

51. But we have not yet arrived at the *most general* form in which this Rule may be exhibited. Suppose it was required to raise the binomial $a+b$ to any power denoted by the number n. Proceeding with n as we have done with the several indices in the preceding examples, it appears that

The *first* term would be a^n.
The *second* . . . . . . $na^{n-1}b$.
The *third* . . . . $\frac{n(n-1)}{2}a^{n-2}b^2$.
The *fourth* . . . . $\frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3$.
The *fifth* . . . . $\frac{n(n-1)(n-2)(n-3)}{2.3.4}a^{n-4}b^4$.
The *last* . . . . b^n.

Or, $(a+b)^n=a^n+na^{n-1}b+\frac{n(n-1)}{2}a^{n-2}b^2+\frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3+\frac{n(n-1)(n-2)(n-3)}{2.3.4}a^{n-4}b^4+\&c. \ldots\ldots +b^n$.

By the same process, $(a-b)^n=a^n-na^{n-1}b+\frac{n(n-1)}{2}a^{n-2}b^2-$

$\frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3+$ &c.; the signs of the terms being alternately $+$ and $-$.

This general and compendious method of raising a binomial quantity to any given power, is called, from the name of its celebrated inventor, Sir I. NEWTON's "Binomial Theorem." Its use will appear from the following Examples.

EXAMPLE 1.

Raise x^2+3y^2 to the *fifth* power.

In comparing $(x^2+3y^2)^5$ with $(a+b)^n$, we have, $a=x^2$, $b=3y^2$, $n=5$.

Substituting these quantities for a, b, n, in the foregoing general formula, it appears, that

The *first* term . . (a^n) . . . . is $(x^2)^5$ . . . . $=x^{10}$.

2*d* . . . . $(na^{n-1}b)$ . . . . is $5\times(x^2)^4\times 3y^2\ =15x^8y^2$.

3*d* . . . . $\left(\frac{n(n-1)}{2}a^{n-2}b^2\right)$ . . is $5\times\frac{4}{2}\times(x^2)^3\times(3y^2)^2=90x^6y^4$.

4*th* . . $\left(\frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3\right)$ is $5\times\frac{4}{2}\times\frac{3}{3}\times(x^2)^2\times(3y^2)^3=270x^4y^6$.

5*th*, $\left(\frac{n(n-1)(n-2)(n-3)}{2.3.4}a^{n-4}b^4\right)$ is $5\times\frac{4}{2}\times\frac{3}{3}\times\frac{2}{4}\times x^2\times(3y^2)^4=405x^2y^8$

Last . . . (b^n) . . . . is $(3y^2)^5=243y^{10}$.

So that $(x^2+3y^2)^5=x^{10}+15x^8y^2+90x^6y^4+270x^4y^6+405x^2y^8+243y^{10}$.

In the application of this formula, it may be observed, that the *number of terms* of which the binomial consists, is always *one more* than the *index of the given power;* after having calculated therefore as many terms as there are units in the index of the given power, we may immediately proceed to the *last term.*

Ex. 2.

Raise $3x+2y$ to the 6th power.

Here $\left.\begin{array}{r}3x=a\\ 2y=b\\ n=6\end{array}\right\}$ and $(3x+2y)^6=729x^6+2916x^5y+4860x^4y^2+4320x^3y^3+2160x^2y^4+576xy^5+64y^6$.

Ex. 3.

Raise $x-2y^2$ to the 7th power.

Here $\left.\begin{array}{r}x=a\\ 2y^2=b\\ n=7\end{array}\right\}$ and comparing $(x-2y^2)^7$ with $(a-b)^n$, we have $x^7-14x^6y^2+84x^5y^4-280x^4y^6+560x^3y^8-672x^2y^{10}+448xy^{12}-128y^{14}$ for the quantity required.

52. By means of this Theorem, we are enabled to raise a *trinomial* or *quadrinomial* quantity to any power, without the process of actual multiplication. Thus, suppose it was required to *square* $a+b+c$; inclosing $a+b$ in a parenthesis $(a+b)$, and considering it as *one* quantity, we should have $(a+b+c)^2=\overline{(a+b)+c}|^2=(a+b)^2+2(a+b)c+c^2=a^2+2ab+b^2+2ac+2bc+c^2$.

In the same manner we have,

Ex. 1. $(a+b+c+d)^2=\overline{(a+b)+(c+d)}|^2=(a+b)^2+2(a+b)(c+d)+(c+d)^2=a^2+2ab+b^2+2ac+2ad+2bc+2bd+c^2+2cd+d^2=a^2+b^2+c^2+d^2+2(ab+ac+ad+bc+bd+cd)$.

Ex. 2. $(a+b+c)^3=\overline{(a+b)+c}|^3=(a+b)^3+3(a+b)^2c+3(a+b)c^2+c^3=a^3+3a^2b+3ab^2+b^3+3a^2c+6abc+3b^2c+3ac^2+3bc^2+c^3=a^3+b^3+c^3+3(a^2b+ab^2+a^2c+ac^2+b^2c+bc^2)+6abc$.

Ex. 3. $(x+y+3z)^2=\overline{(x+y)+3z}|^2=(x+y)^2+2(x+y)\times 3z+(3z)^2=x^2+2xy+y^2+6xz+6yz+9z^2$.

XIV.

On the Evolution of Algebraic Quantities.

53. *Evolution*, "or the Rule for extracting the root of any quantity," is just the reverse of *Involution*; and to perform the operation, we must inquire what quantity multiplied into itself, till the number of factors amount to the number of units in the index of the given root, will generate the quantity whose root is to be extracted.

54. This Rule, as applied to small numbers and *simple* algebraic quantities, may be easily explained by reference to the Tables in Art. 47, 48. Thus,

$49=7\times 7$; ∴ the *square root* of 49, or $\sqrt{49}=7$.

$-b^3=-b\times -b\times -b$; ∴ the *cube root* of $-b^3$, or $\sqrt[3]{-b^3}=-b$.

$\frac{16a^4}{81b^4}=\frac{2a}{3b}\times\frac{2a}{3b}\times\frac{2a}{3b}\times\frac{2a}{3b}$; ∴ the *4th* or *biquadrate* root of $\frac{16a^4}{81b^4}$, or $\sqrt[4]{\frac{16a^4}{81b^4}}=\frac{2a}{3b}$.

$32=2\times 2\times 2\times 2\times 2$; ∴ the *fifth* root of 32, or $\sqrt[5]{32}=2$.

&c. &c.

55. If the quantity under the radical sign does not admit of resolution into the number of factors indicated by that sign, or, in other words, if it be not a *complete power*, then its exact root cannot be extracted, and the quantity itself, with the radical sign

annexed, is called a *surd*. Thus, $\sqrt{37}$, $\sqrt[3]{a^2}$, $\sqrt[4]{b^3}$, $\sqrt[5]{47}$, &c. &c. are surd quantities. The application of the fundamental rules of arithmetic to quantities of this kind will form the subject of Chap. VIII.

56. In the involution of *negative* quantities, it was observed that the *even* powers were all $+$, and the *odd* powers $-$; there is consequently no quantity which, multiplied into itself in such manner that the number of factors shall be *even*, can generate a negative quantity. Hence quantities of the form $\sqrt{-a^2}$, $\sqrt[4]{-10}$, $\sqrt[6]{-a^3}$, $\sqrt{-5}$, $\sqrt[4]{-a^4}$, &c. &c. have no real root, and are therefore called *impossible*.

57. In extracting the roots of *compound quantities*, we must observe in what manner the terms of the *root* may be derived from those of the power. For instance, (by Art. 50.) the square of $a+b$ is $a^2+2ab+b^2$, where the terms are arranged according to the powers of a. On comparing $a+b$ with $a^2+2ab+b^2$, we observe that the first term of the power (a^2) is the square of the first term of the root (a). Put a therefore for the first term of the root, square it, and subtract that square from the first term of the power. Bring down the other two terms, $2ab+b^2$, and *double* the first term of the root; set down $2a$, and having divided the first term of the remainder $(2ab)$ by it, it gives b, the other term of the root; and since $2ab+b^2=(2a+b)b$, if to $2a$ the term b is added, and this sum multiplied by b, the result is $2ab+b^2$; which being subtracted from the two terms brought down, nothing remains.

$$
\begin{array}{r|l}
 & a^2+2ab+b^2\,(a+b \\
 & a^2 \\
\hline
2a+b & 2ab+b^2 \\
 & 2ab+b^2 \\
\hline
 & \quad *\quad\quad * \\
\end{array}
$$

58. Again, the square of $a+b+c$ (Art. 52.) is $a^2+2ab+b^2+2ac+2bc+c^2$; in this case the root may be derived from the power, by continuing the process in the last Article. Thus, having found the two first terms $(a+b)$ of the root as before, we

$$
\begin{array}{r|l}
 & a^2+2ab+b^2+2ac+2bc+c^2\,(a+b+c \\
 & a^2 \\
\hline
2a+b & 2ab+b^2 \\
 & 2db+b^2 \\
\hline
2a+2b+c & 2ac+2bc+c^2 \\
 & 2ac+2bc+c^2 \\
\hline
 & \quad *\quad\quad *\quad\quad * \\
\end{array}
$$

bring down the remaining three terms $2ac+2bc+c^2$ of the power, and dividing $2ac$ by $2a$, it gives c, the third term of the root. Next, let the last term (b) of the preceding divisor be doubled, and add c to the divisor thus increased, and it becomes $2a+2b+c$; multiply this new divisor by c, and it gives $2ac+2bc+c^2$, which being subtracted from the three terms last brought down, leaves no remainder. Hence the following ***Rule to extract the square root of a compound quantity.***

Arrange the terms according to the powers of some letter, beginning with the highest, and set the square root of the first term in the quotient.

Subtract the square of the root thus found from the first term, and bring down the two next terms for a dividend.

Divide the dividend by double the root already found, and set the result both in the root and divisor.

Multiply the divisor thus completed by the term of the root last found, and subtract the product from the dividend, and so on.

In this manner the following Examples are solved.

Ex. 1. $4x^4+6x^3+\frac{89}{4}x^2+15x+25\left(2x^2+\frac{3}{2}x+5\right.$

$$\begin{array}{rl}
 & 4x^4 \\
4x^2+\frac{3}{2}x) & 6x^3+\frac{89}{4}x^2 \\
 & 6x^3+\ \frac{9}{4}x^2 \\
4x^2+3x+5) & 20x^2+15x+25 \\
 & 20x^2+15x+25 \\
 & * \quad * \quad *
\end{array}$$

Ex. 2. $x^6+4x^5+2x^4+9x^2-4x+4(x^3+2x^2-x+2$

$$\begin{array}{rl}
 & x^6 \\
2x^3+2x^2) & 4x^5+2x^4 \\
 & 4x^5+4x^4 \\
2x^3+4x^2-x) & -2x^4+9x^2-4x \\
 & -2x^4-4x^3+\ x^2 \\
2x^3+4x^2-2x+2) & +4x^3+8x^2-4x+4 \\
 & +4x^3+8x^2-4x+4 \\
 & * \quad * \quad * \quad *
\end{array}$$

Ex. 3. Find the square root of $x^6+4x^5+10x^4+20x^3+25x^2+24x+16$. Answ. x^3+2x^2+3x+4.

Ex. 4. Find the square root of $4x^6-4x^4+12x^3+x^2-6x-9$. Answ. $2x^3-x+3$.

59. The process for extracting the *Cube* Root of a compound quantity may be explained in the following manner. By Art 50, the cube of $a+b$ is $a^3+3a^2b+3ab^2+b^3$, the terms being arranged according to the powers of a. The first term of the root is a, which being cubed, and this cube subtracted from the first term in the power (a^3), bring down the remaining three terms $3a^2b+3ab^2+b^3$. Next square the first term (a) of the root, and having multiplied it by 3, place $3a^2$ in the divisor, divide $3a^2b$ by $3a^2$, and it gives b the second term of the root; to $3a^2$ add $3ab+b^2$, and it forms the divisor $3a^2+3ab+b^2$, which being multiplied by b gives $3a^2b+3ab^2+b^3$; subtract, and nothing remains.

$$
\begin{array}{r|l}
 & a^3+3a^2b+3ab^2+b^3(a+b \\
 & a^3 \\
3a^2+\overline{3ab+b^2} & 3a^2b+3ab^2+b^3 \\
 & 3a^2b+3ab^2+b^3 \\
\hline
 & \quad * \qquad * \qquad *
\end{array}
$$

60. The cube root of a compound quantity, if that root consists of three terms, is found by continuing the process in a similar manner.

$$
\begin{array}{r|l}
 & (a+b)^3+3(a+b)^2c+3(a+b)c^2+c^3(a+b+c \\
 & (a+b)^3 \\
3(a+b)^2+\overline{3(a+b)c+c^2} & 3(a+b)^2c+3(a+b)c^2+c^3 \\
 & 3(a+b)^2c+3(a+b)c^2+c^3 \\
\hline
 & \quad * \qquad * \qquad *
\end{array}
$$

Thus (by Art. 52) the cube of $a+b+c$ is $(a+b)^3+3(a+b)^2c+3(a+b)c^2+c^3$; supposing the first two terms of the root to have been found as in the preceding article, cube $a+b$ and subtract $(a+b)^3$ from the first term of the power; and then bring down the next three terms $3(a+b)^2c+3(a+b)c^2+c^3$.

Square the two terms already found; which square being multiplied by 3, gives $3(a+b)^2$; divide $3(a+b)^2c$ by $3(a+b)^2$, and we have c, the third term of the root. To $3(a+b)^2$ add $3\,(a+b)c+c^2$, and it forms the divisor $3(a+b)^2+3(a+b)c+c^2$, which being multiplied by c, gives $3(a+b)^2c+3(a+b)c^2+c^3$; subtract, and nothing remains.

The following is a *rule to find any root of a compound quantity.*

Rule. Arrange the terms as before: take the root of the first term and place it in the quotient: subtract its corresponding power from the first term, and bring down the second term for a dividend.

Divide this term, by twice the root already found for the square root; three times the square of it for the cube root; four times the cube of it for the fourth root, &c.; and the quotient will be the next term of the root.

Involve the whole of the root thus found to the given power, and subtract it from the given quantity; divide the first term of the remainder by the same divisor as before; and proceed in this manner, till the whole is finished.

Ex. 1. What is the cube root of $x^6+6x^5-40x^3+96x+64$?

$$
\begin{array}{rl}
 & x^6+6x^5-40x^3+96x+64\,(x^2+2x-4. \\
 & x^6 \\
\hline
3x^4) & \quad 6x^5 \\
\hline
 & x^6+6x^5+12x^4+8x^3 \\
\hline
3x^4) & \quad -12x^4 \\
\hline
 & x^6+6x^5-40x^3+96x+64 \\
\hline\hline
\end{array}
$$

Ex. 2. Required the cube root of $x^6-6x^5+15x^4-20x^3+15x^2-6x+1$.

Ex. 3. Required the fifth root of $32x^5-80x^4+80x^3-40x^2+10x-1$.

Ex. 4. Required the fourth root of $16a^4-96a^3x+216a^2x^2-216ax^3+81x^4$.

If the quantity whose root is required be not an exact power, the operation will not terminate, as in the above instances; but it may be continued to any number of terms at pleasure.

Ex. Find the square root of a^2+x^2.

$$a^2+x^2\left(a+\frac{x^2}{2a}-\frac{x^4}{8a^3}+\frac{x^6}{16a^5}, \text{ \&c.}\right.$$

$$a^2$$

$$2a+\frac{x^2}{2a}\Big)\quad x^2$$

$$x^2+\frac{x^4}{4a^2}$$

$$2a+\frac{x^2}{a}-\frac{x^4}{8a^3}\Big)-\frac{x^4}{4a^2}$$

$$-\frac{x^4}{4a^2}-\frac{x^6}{8a^4}+\frac{x^8}{64a^6}$$

$$2a+\frac{x^2}{a}-\frac{x^4}{4a^3}\Big)\quad \frac{x^6}{8a^4}-\frac{x^8}{64a^6}, \text{ \&c.}$$

In these cases, however, the root is in general much more easily found by help of the Binomial Theorem, as will be explained hereafter.

XV.

On the Investigation of the Rules for the Extraction of the Square and Cube Roots of Numbers.

Before we proceed to the investigation of these Rules, it will be necessary to explain the nature of the common arithmetical notation.

61. It is very well known that the value of the figures in the common arithmetical scale increases in a tenfold proportion from the right to the left; a number, therefore, may be expressed by the addition of the *units*, *tens*, *hundreds*, &c. of which it consists. Thus the number 4371 may be expressed in the following manner, viz. $4000+300+70+1$, or by $4\times1000+3\times100+7\times10+1$; hence, if the digits[a] of a number be represented by a, b, c, d, e, &c. beginning from the left hand, then,

---

(a) By the *digits* of a number are meant the figures which compose it, considered independently of the value which they possess in the arithmetical scale. Thus the digits of the number 537 are simply the numbers 5, 3, and 7; whereas the 5, considered with respect to its place in the numeration scale, means 500, and the 3 means 30.

A number of 2 figures may be expressed by $10a+b$.

. . . . 3 figures . . . . by $100a+10b+c$.

. . . . 4 figures . . . . by $1000a+100b+10c+d$.

&c. &c. &c.

62. Let a number of three figures (viz. $100a+10b+c$) be squared, and its root extracted according to the Rule in Art. 58., and the operation will stand thus:

$$
\begin{array}{l}
\text{I.}\quad 10000a^2+2000ab+100b^2+200ac+20bc+c^2(100a+10b+c\\
\qquad 10000a^2\\
\hline
200a+10b)2000ab+100b^2\\
\qquad\qquad\quad 2000ab+100b^2\\
\hline
\qquad\qquad\quad 200a+20b+c)200ac+20bc+c^2\\
\qquad\qquad\qquad\qquad\qquad\quad 200ac+20bc+c^2\\
\hline
\qquad\qquad\qquad\qquad\qquad\qquad * \quad * \quad *
\end{array}
$$

II. Let $\left.\begin{array}{l}a=2\\ b=3\\ c=1\end{array}\right\}$ and the operation is transformed into the following one;

$$
\begin{array}{l}
40000+12000+900+400+60+1(200+30+1\\
40000\\
\hline
400+30)\,12000+900+400\\
\qquad\qquad 12000+900\\
\hline
\qquad\qquad 400+60+1)400+60+1\\
\qquad\qquad\qquad\qquad\quad 400+60+1\\
\hline
\qquad\qquad\qquad\qquad\quad * \quad * \quad *
\end{array}
$$

III. But it is evident that this operation would not be affected by collecting the several numbers which stand in the same line into one sum, and leaving out the ciphers which are to be *subtracted* in the several parts of the operation. Let this be done; and let two figures be brought down at a time, after the square of the first figure in the root has been subtracted; then the operation may be exhibited in the manner annexed; from which it appears that the square root of 53361 is 231.

$$
\begin{array}{r|l}
 & \dot{5}3\dot{3}6\dot{1}\;(\,231\\
 & 4\\
\hline
43 & 133\\
 & 129\\
\hline
461 & 461\\
 & 461\\
\hline
 & *
\end{array}
$$

63. To explain the division of the given number into *periods* consisting of two figures each, by placing a dot over every second figure beginning with the units (as exhibited in the foregoing operation), it must be observed, that, since the square root of 100 is 10; of 10000 is 100; of 1000000 is 1000; &c. &c. it follows, that the square root of a number *less than* 100 must consist of *one* figure; of a number *between* 100 *and* 10000, of *two* figures; of a number between 10000 and 1000000, of *three* figures; &c. &c. and consequently the number of these dots will show the number of figures contained in the square root of the given number. From hence it also follows, that the *first* figure of the root will be the square root of the greatest square number contained in the first of those periods, reckoning from the *left*. Thus, in the case of $\dot{5}3\dot{3}6\dot{1}$ (whose square root is a number consisting of *three* figures); since the square of the figure standing in the *hundred's* place cannot be found either in the *last* period (61), or in the *last but one* (33), it must be found in the *first* period (5); consequently the first figure of the root will be the square root of the *greatest* square number contained in 5; and as this number is 4, the first figure of the root will be 2. The remainder of the operation will be readily understood by comparing the steps of it with the several steps of the process for finding the square root of $(a+b+c)^2$ in Art. 58; for having subtracted 4 for the first period (5), there remains 1; bring down the next two figures (33), and the dividend is 133; double the first figure of the root (2), and place the result 4 in the divisor; 4 is contained in 13 three times, 3 is therefore the second figure of the root; place this both in the divisor and quotient, and the former is 43; multiply by 3, and subtract 129, the remainder is 4; to which bring down the next two figures (61) which gives 461 for the next dividend. Lastly, double the last figure of the former divisor, and it becomes 46; place this in the next divisor, and since 4 is contained in 4 *once*, 1 is the third figure of the root; place 1 therefore both in the divisor and quotient; multiply and subtract as before, and nothing remains.

64. The rule for extracting the *cube* root of numbers may be understood by comparing the process for extracting the cube root

of $(a+b+c)^3$ in Art^s. 59 and 60, with the following operations, in which is deduced the cube root of the number 13997521.

$$\begin{array}{rrr}
 & & 1\dot{3}997\dot{5}2\dot{1}(200+40+1 \\
 & a^3=(200)^3= & 8000000 \\ \hline
3a^2=120000) & \text{1st Remainder} & 5997521 \\ \hline
 & 3a^2b=3\times(200)^2\times 40= & 4800000 \\
 & 3ab^2=3\times 200\times(40)^2= & 960000 \\
 & b^3=40\times 40\times 40= & 64000 \\ \hline
 & & 5824000 \\ \hline
3(a+b)^2=172800) & \text{2d Remainder} & 173521 \\ \hline
 & 3(a+b)^2c=3(200+40)^2\times 1= & 172800 \\
 & 3(a+b)c^2=3(200+40)\times 1= & 720 \\
 & c^3=\quad 1\times 1\times 1= & 1 \\ \hline
 & & 173521 \\ \hline
 & \text{3d Remainder} & 000000 \\ \hline\hline
\end{array}$$

Omitting the superfluous ciphers, and bringing down three figures at a time, the operation would stand thus:

$$\begin{array}{rr}
 & 1\dot{3}997\dot{5}2\dot{1}(241 \\
2^3= & 8 \\ \hline
3\times 2^2=12) & 5997 \\ \hline
300\times 2^2\times 4= & 4800 \\
30\times 2\times 4^2= & 960 \\
4^3= & 64 \\ \hline
 & 5824 \\ \hline
3\times 24^2=1728) & 173521 \\ \hline
300\times(24)^2\times 1= & 172800 \\
30\times 24\times 1^2= & 720 \\
1^3= & 1 \\ \hline
 & 173521 \\ \hline
 & 000000 \\ \hline\hline
\end{array}$$

These operations may be explained in the following manner.

I. Since the cube root of 1000 is 10, of 1000000 is 100, &c., it follows, that the cube root of a number less than 1000 will consist of *one* figure; of a number between 1000 and 1000000, of *two* figures, &c. &c.; if, therefore, the given number be divided into *periods*, each consisting of *three figures*, by placing a dot over every third figure, beginning with the units, the number of those dots will show the number of figures of which the cube root consists; and, for the reason assigned in the preceding article, (respecting the first figure of the square root,) the *first figure* of the root will be the cube root of the greatest cube number contained in the first period.

II. Having *pointed* the number, we find that its cube root consists of *three* figures. The *first* figure is the cube root of the greatest cube number contained in 13; this being 2, the value of this figure is 200, or $a=200$; consequently $a^3=8000000$; subtract this number from 13997521, and the remainder is 5997521. Find the value of $3a^2$, and divide this latter number by it, and it gives 40 for the value of b, the *second* member of the root; put this in the quotient, and then calculate the value of $3a^2b+3ab^2+b^3$ and subtract it, and there remains 173521. Find now the value of $3(a+b)^2$, and divide 173521 by it, and it gives 1 for the value of c, the *third* member of the root; put this in the quotient, and then calculate the amount of $3(a+b)^2c+3(a+b)c^2+c^3$, which subtract, and nothing remains.

III. In reviewing the *first* of these two operations, it is evident that *six* ciphers might have been rejected in the value of a^3, and *three* in the value of $3a^2b+3ab^2+b^3$, without affecting the substance of the operation; having, therefore, simplified the process as in the *second* operation, we are furnished with the following Rule for extracting the cube root of numbers.

IV. "Point off every *third* figure, beginning with the units; find the greatest cube number contained in the *first* period, and place the cube root of it in the quotient; *cube* it and *subtract* it from the first period, and then bring down the next three figures; divide the number thus brought down by 300 times the square of the first figure of the root, and it will give the *second* figure; then

calculate the value of $300 \times$ square of first figure $\times$ second figure $+ 30 \times$ first figure $\times$ square of second $+$ cube of second, subtract it, and then bring down the next period, and so proceed till all the periods are brought down." The Rules for extracting the higher powers of numbers and of compound algebraic quantities are very tedious, and of no great practical utility.

XVI.

On the General Mode of expressing the Powers and Roots of Quantities by Means of Indices.

65. The management of *surd* quantities, and the method of extracting the roots of compound algebraic quantities by means of the Binomial Theorem, will be treated of hereafter; but before we conclude this chapter, it may be proper to make a few observations on the method of expressing the powers and roots of quantities by means of *indices*.

I. Since $a \times a^2 = a^3 = a^{1+2}$; $a^2 \times a^3 = a^5 = a^{2+3}$; or, in general, $a^m \times a^n = a^{m+n}$, it follows, that the different powers of any quantity are *multiplied* together by *adding the indices*.

II. Again, $\frac{a^2}{a} = a = a^{2-1}$; $\frac{a^5}{a^3} = a^2 = a^{5-3}$; or, in general, $\frac{a^m}{a^n} = a^{m-n}$; from which it appears, that one power of a is *divided* by another, by *subtracting* the index of the *divisor* from that of the *dividend*.

III. The Square of $a = a \times a = a^{1 \times 2} = a^2$;

Cube of $a^2 = a^2 \times a^2 \times a^2 = a^{2 \times 3} = a^6$;

or, in general, mth power of $a^n = a^n \times a^n \times a^n$ to m factors $= a^{mn}$; from this it follows, that the powers of a are *raised* to other powers by *multiplying* the index of the original power by that of the power to which it is to be raised.

IV. Square root of $a^2 = a^1 = a^{\frac{2}{2}}$;

Square root of $a^4 = a^2 = a^{\frac{4}{2}}$;

Cube root of $a^6 = a^2 = a^{\frac{6}{3}}$, &c. &c., i. e. the *roots* of powers of a are found by *dividing* the *index* of the *power* by the number expressing the degree of the root to be taken.

66. From this method of considering the formation of the powers

and roots of quantities, a new species of algebraic notation arises, of which the following are examples.

I. The *roots* of quantities may be expressed by *fractional indices.* Thus,

$$\text{The Square root of } a = a^{1 \div 2} = a^{\frac{1}{2}};$$

$$\text{Cube root of } a = a^{1 \div 3} = a^{\frac{1}{3}};$$

$$\text{or, in general, } m\text{th root of } a = a^{1 \div m} = a^{\frac{1}{m}}.$$

$$\text{Again, Cube root of } a^2 = a^{2 \div 3} = a^{\frac{2}{3}};$$

$$\text{Square root of } a^3 = a^{3 \div 2} = a^{\frac{3}{2}};$$

$$\text{5th root of } a^2 = a^{2 \div 5} = a^{\frac{2}{5}};$$

$$\text{or, in general, } m\text{th root of } a^n = a^{n \div m} = a^{\frac{n}{m}}.$$

II. The signification of the *negative indices* arising from Rule 4 of Division (Art. 23) will easily appear by an example. By that Rule, $\frac{a^2}{a^5} = a^{2-5} = a^{-3}$. But $\frac{a^2}{a^5} = \frac{1}{a^3}$; consequently, a^{-3} and $\frac{1}{a^3}$ (and, in general, a^{-m} and $\frac{1}{a^m}$) are equivalent expressions. Hence it follows that a^0 will always represent unity, whatever be the value of a; for, by the Rule, $\frac{a^m}{a^m} = a^{m-m}$, or $1 = a^0$.

A comparison of the following series, in the first of which every succeeding term is the quotient of the preceding divided by a, and, in the second, the index of a is continually diminished by 1, will show that the above conclusions naturally follow from the notation adopted in Art. 7.

$$\begin{array}{ccccccc} aaa & aa & a & 1 & \frac{1}{a} & \frac{1}{aa} & \frac{1}{aaa} \\ a^3 & a^2 & a^1 & a^0 & a^{-1} & a^{-2} & a^{-3} \end{array}$$

III. From this it follows, that any factor may be removed from the *numerator* of a fraction into the *denominator*, or from the *denominator* into the *numerator*, by *changing the sign* of its index.

Ex. 1. Thus (since $\frac{1}{b^3} = b^{-3}$) $\frac{a^2}{b^3}$ may be expressed by a^2b^{-3}; and $\left(\text{since } a^2 = \frac{1}{a^{-2}}\right)$, we have $\frac{a^2}{b^3} = \frac{1}{a^{-2}} \times \frac{1}{b^3} = \frac{1}{a^{-2}b^3}$.

Ex. 2. The quantity $\dfrac{a^{\frac{1}{2}}b^{3}}{c^{\frac{2}{3}}d^{4}e^{\frac{4}{5}}}$ may be expressed by $a^{\frac{1}{2}}b^{3}c^{-\frac{2}{3}}d^{-4}e^{-\frac{4}{5}}$,

or by $\dfrac{1}{a^{-\frac{1}{2}}b^{-3}c^{\frac{2}{3}}d^{4}e^{\frac{4}{5}}}$.

CHAPTER IV.

ON SIMPLE EQUATIONS.

WHEN two algebraic quantities are connected together by the sign of equality, the whole expression thus formed is called (Art. 11.) an *Equation*. Equations, as applied to the solution of questions or problems, consist of quantities, some of which are *known*, and others *unknown*; and by the *solution* of an equation is meant, the operation by which the values of the unknown quantities are found in terms of the known ones. If an equation contains no *power* of the unknown quantities, but those quantities merely in their simplest form, it is called a *Simple* Equation; if it contains the *square* of the unknown quantity, it is called a *Quadratic* Equation; if the *cube* of the unknown quantity, a *Cubic* Equation, &c. &c. The present chapter will be occupied entirely with the solution of *Simple* Equations, and questions depending upon them.

XVII.

On the Solution of Simple Equations, containing only one unknown quantity.

67. The Rules absolutely necessary for the solution of simple equations containing only one unknown quantity may be reduced to four, and may be arranged in the following order.

RULE I.

The first Rule is, that "any quantity may be transferred from one side of the equation to the other, by changing its sign;" and

it is founded upon the axiom, "if equals be *added* to or *subtracted* from equals, *the sums* or *remainders* will be equal."

Ex. 1. Let $x+8=15$; *subtract* 8 from each side of the equation, and it becomes $x+8-8=15-8$; but $8-8=0$; $\therefore x=15-8=7$.

Ex. 2. Let $x-7=20$; *add* 7 to each side of the equation, then $x-7+7=20+7$; but $-7+7=0$; $\therefore x=20+7=27$.

Ex. 3. Let $3x-5=2x+9$; *add* 5 to each side of the equation, and it becomes $3x-5+5=2x+9+5$, or $3x=2x+9+5$. *Subtract* $2x$ from each side of this latter equation, then $3x-2x=2x-2x+9+5$; but $2x-2x=0$; $\therefore 3x-2x=9+5$. Now $3x-2x=x$, and $9+5=14$; hence $x=14$.

On reviewing the steps of these examples, it appears

I. That $x+8=15$ is equivalent to . . . . . . $x=15-8$.

II. . . . $x-7=20$ . . . . to . . . . . . $x=20+7$.

III. . . $3x-5=2x+9$ . . . . . to . . . $3x-2x=9+5$.

Or, that "the equality of the quantities on each side of the equation is not affected by removing a quantity from one side of the equation to the other and *changing its sign*.

From this Rule also it appears, that if the same quantity, with the same sign, be found on *both* sides of an equation, it may be left out of the equation; thus, if $x+a=c+a$, then $x=c+a-a$; but $a-a=0$; $\therefore x=c$.

It further appears, that the signs of *all* the terms of an equation may be changed from + to —, or from — to +, without altering the value of the unknown quantity. For let $x-b=c-a$, then, by the Rule, $x=c-a+b$; change the signs of *all* the terms, then $b-x=a-c$, in which case $b-a+c=x$, or $x=c-a+b$, as before.

Rule II.

"If the unknown quantity has a coefficient, then its value may be found by dividing each side of the equation by that coefficient;" and the foundation of the Rule is, that "if equals be divided by the same, the quotients arising will be equal."

Ex. 1. Let $2x=14$; then, *dividing* both sides of the equation by 2, we have $\frac{2x}{2}=\frac{14}{2}$; but $\frac{2x}{2}=x$, and $\frac{14}{2}=7$; $\therefore x=7$.

Ex. 2. Let $6x+10=3x+22$; then, by RULE I, $6x-3x=22-10$, or $3x=12$; *divide* each side by 3, then $\frac{3x}{3}=\frac{12}{3}$, or $x=4$.

Ex. 3. Let $ax=b+c$; then $\frac{ax}{a}=\frac{b+c}{a}$; but $\frac{ax}{a}=x$; $\therefore x=\frac{b+c}{a}$

RULE III.

"An equation may be cleared of fractions, by multiplying each side of the equation by the denominators of the fractions, in succession, or by their product." This Rule goes upon the principle, that "if equals be multiplied by the same, the products arising will be equal."

Ex. 1. Let $\frac{x}{3}=6$; *multiply* each side of the equation by 3, then (since, from what has been already shown, the multiplication of the fraction $\frac{x}{3}$ by 3, just takes away its denominator, and gives x) we have $x=6\times3=18$.

Ex. 2. Let $\frac{x}{2}+\frac{x}{5}=7$; *multiply* each side of the equation by 2, and we have $x+\frac{2x}{5}=14$; now multiply each side by 5, and it becomes $5x+2x=70$; hence, by RULE II, $x=\frac{70}{7}=10$.

Ex. 3. Let $\frac{x}{2}+\frac{x}{3}=13-\frac{x}{4}$.

Multiply each side of the equation by 2, then $x+\frac{2x}{3}=26-\frac{2x}{4}$.

. . . . by 3, and $3x+2x=78-\frac{6x}{4}$.

. . . . by 4, . . $12x+8x=312-6x$.

By RULE I, $12x+8x+6x=312$

or $26x=312$

$\therefore$ by Rule II, $x=\frac{312}{26}=12$.

This Example might have been solved more simply, by multiplying each side of the equation by the product of the numbers 2, 3, 4, which is 24.

Thus, $\frac{x}{2}+\frac{x}{3}=13-\frac{x}{4}$.

Multiply each side by 24, then $\frac{24x}{2}+\frac{24x}{3}=312-\frac{24x}{4}$,

or $12x+8x=312-6x$, as before.

Rule IV.

"If the equation contains the square root of the unknown quantity, or the square root of the unknown quantity combined with some known quantity; then, let this surd quantity be brought by itself to one side of the equation, and let both sides of the equation be *squared*; the value of the unknown quantity may then be found by the preceding Rules." This Rule goes upon the supposition, that "if the *square root* of a quantity be equal to any given quantity, then the *quantity itself* will be equal to the *square* of that given quantity."

Ex. 1. Let $\sqrt{x}-5=3$; then by Rule I, $\sqrt{x}=5+3=8$; *square* both sides of the equation, then $x=8\times 8=64$.

Ex. 2. Let $\sqrt{2x+1}+2=5$; then, by Rule I, $\sqrt{2x+1}=5-2=3$; *square* both sides of the equation, and we have $2x+1=9$, $\therefore 2x=9-1=8$, and $x=\frac{8}{2}=4$.

68. The following Examples will serve to exercise the learner in these several Rules.

In Rule I.

Ex. 1. $2x+3 = x+17$ . . . . Answer, $x=14$.
Ex. 2. $5x-4 =4x+25$ . . . . $x=29$.
Ex. 3. $7x-9 =6x-3$ . . . . $x= 6$.
Ex. 4. $4x+2a=3x+9b$ . . . . $x=9b-2a$.

In Rules I, II.

Ex. 1. $10x=150$ . . . Answer, $x=15$.
Ex. 2. $15x+4=34$ . . . . $x= 2$.
Ex. 3. $8x+7=6x+27$ . . . . $x=10$.
Ex. 4. $9x-3=4x+22$ . . . . $x= 5$.
Ex. 5. $17x-4x+9=3x+39$ . . . . $x= 3$.
Ex. 6. $ax-c=b+2c$ . . . . $x=\frac{b+3c}{a}$.

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In Rules I, II, III.

Ex. 1. $\frac{2x}{3}+\frac{x}{4}=22$ . . . . . Answer $x=24$.

Ex. 2. $\frac{7x}{4}-\frac{5x}{6}=\frac{55}{6}$ . . . . $x=10$.

Ex. 3. $\frac{x}{2}+\frac{x}{3}=31-\frac{x}{5}$ . . . . $x=30$.

Ex. 4. $\frac{2x}{5}-\frac{x}{6}+\frac{x}{2}=44$ . . . . $x=60$.

In Rule IV.

Ex. 1. $\sqrt{x}-1=4$ . . . . . . Answer, $x=25$.

Ex. 2. $\sqrt{3x+1}+5=10$ . . . . $x=8$.

Ex. 3. $15+\sqrt{x+7}=19$ . . . . $x=9$.

69. In the application of these Rules to the solution of simple equations in general containing only one unknown quantity, it will be proper to observe the following method.

I. To clear the equation of fractions by Rule III.

II. To collect the *unknown* quantities on one side of the equation, and the *known* on the other, by Rule I.

III. To find the value of the unknown quantity by dividing each side of the equation by its coefficient, as in Rule II.

IV. If the equation contains a *surd* quantity, then Rule IV must be immediately applied.

Example 1.

Find the value of x in the equation $\frac{3x}{7}+1=\frac{x}{5}+\frac{13}{5}$.

Multiply by 7, then $3x+7=\frac{7x}{5}+\frac{91}{5}$;

. . . . by 5, . . $15x+35=7x+91$.

Collect the *unknown* quantities on *one* side, and the known on the *other*; $\quad 15x-7x=91-35$, or $8x=56$.

Divide by the coefficient of x, $x=\frac{56}{8}=7$.

Ex. 2.

Find the value of x in the equation $\frac{x+3}{5}-1=2-\frac{x}{7}$.

Multiply by 5, then $x+3 \ - \ 5=10-\frac{5x}{7}$;

. . . . by 7, . . $7x+21-35=70-5x$.

Collect the *unknown* quantities on *one* side, and the known on the *other*; $\Big\}$ $7x+5x=70-21+35$, or $12x=84$;

$\therefore x=\frac{84}{12}=7$.

Ex. 3.

Find the value of x in the equation $4x-\frac{x-1}{2}=x+\frac{2x-2}{5}+24$.

Multiply by the *product* (10), $\Big\}$ $40x-5x+5=10x+4x-4+240$[a].

By transposition, $40x-5x-10x-4x=240-4-5$,

or $40x-19x=231$,

i. e. $21x=231$; $\therefore x=\frac{231}{21}=11$.

Ex. 4.

Find the value of x in the equation $2x-\frac{x}{2}+1=5x-2$.

Multiply by 2, then $4x-x+2=10x-4$.

By transposition, $4+2=10x-4x+x$,

or $6= \ 7x$; $\therefore x=\frac{6}{7}$.

Ex. 5.

What is the value of x in the equation $3ax+2bx=3c+a$?

Here $3ax+2bx=(3a+2b)\times x$;

Divide each side of the equation by $3a+2b$, which is the coefficient of x; then $x=\frac{3c+a}{3a+2b}$.

---

[a] As this step involves the case "where the sign — stands before a Fraction," when the numerator of that fraction is brought down into the same line, with $40x$, the signs of both its terms must be *changed*, for the reasons assigned in Ex. 3, page 32; and we therefore make it $-5x+5$, and not $-5x-5$.

Ex. 6.

Find the value of x in the equation $3bx+a=2ax+4c$. Bring the *unknown* quantities to *one* side of the equation, and the *known* to the *other*; then,

$$3bx-2ax=4c-a$$

$$\text{but } 3bx-2ax=(3b-2a)\times x;$$

$$\therefore (3b-2a)x=4c-a.$$

Divide by $3b-2a$, and $x=\frac{4c-a}{3b-2a}$.

Ex. 7.

Find the value of x in the equation $bx+x=2x+3a$.

Transpose $2x$, then $bx+x-2x=3a$,

$$\text{or } bx-x=3a;$$

$$\text{but } bx-x=(b-1)x;$$

$$\therefore (b-1)x=3a, \text{ or } x=\frac{3a}{b-1}.$$

Ex. 8.

Find the value of x in the equation $\frac{3x}{a}-c+\frac{x}{b}=4x+\frac{2x}{d}$.

Multiply by abd, then $3bdx-abcd+adx=4abdx+2abx$.

By transposition, $3bdx+adx-4abdx-2abx=abcd$,

$$\text{or } (3bd+ad-4abd-2ab)x=abcd.$$

$$\therefore x=\frac{abcd}{3bd+ad-4abd-2ab}.$$

Ex. 9.

Let $\sqrt{x}+\sqrt{a+x}=\frac{2a}{\sqrt{a+x}}$, to find the value of x.

Multiply by $\sqrt{a+x}$, then $\sqrt{x}\times\sqrt{a+x}+a+x=2a$.

By transposition, $\sqrt{x}\times\sqrt{a+x}=2a-a-x=a-x$.

Square both sides, $x\times(a+x)=a^2-2ax+x^2$,

$$\text{or } ax+x^2=a^2-2ax+x^2;$$

$$\therefore 3ax=a^2$$

$$\text{and } x=\frac{a^2}{3a}=\frac{a}{3}.$$

Ex. 10.

Let $a+x=\sqrt{a^2+x\sqrt{b^2+x^2}}$, to find the value of x.

Square both sides, and we have $a^2+2ax+x^2=a^2+x\sqrt{b^2+x^2}$,

$$\text{or } 2ax+x^2=x\sqrt{b^2+x^2}.$$

$$\text{Divide by } x,\ 2a+x=\sqrt{b^2+x^2}.$$

$$\text{Square again, } 4a^2+4ax+x^2=b^2+x^2;$$

$$\therefore\ 4a^2+4ax=b^2,$$

$$\text{or } 4ax=b^2-4a^2.$$

$$\text{Hence, } x=\frac{b^2-4a^2}{4a}=\frac{b^2}{4a}-a.$$

Ex. 11. $x+\frac{x}{2}+\frac{x}{3}=11$ . . . . . ANSWER, $x=6$.

Ex. 12. $\frac{x}{5}+\frac{x}{4}+\frac{x}{3}=\frac{x}{2}+17$ . . . . $x=60$.

Ex. 13. $4x-20=\frac{3x}{7}+\frac{110}{7}$ . . . . $x=10$.

Ex. 14. $\frac{x}{2}+\frac{x}{3}-\frac{x}{4}=\frac{1}{2}$ . . . . $x=\frac{6}{7}$.

Ex. 15. $3x+\frac{1}{9}=\frac{x+3}{3}$ . . . . $x=\frac{1}{3}$.

Ex. 16. $\frac{3x}{7}-5=29-2x$ . . . . $x=14$.

Ex. 17. $6x-\frac{3x}{4}-9=5x$ . . . . $x=36$.

Ex. 18. $2x-\frac{x+3}{3}+15=\frac{12x+26}{5}$ . . . . $x=12$.

Ex. 19. $\frac{x-2}{2}+\frac{x}{3}=20-\frac{x-6}{2}$ . . . . $x=18$.

Ex. 20. $5x-\frac{2x-1}{3}+1=3x+\frac{x+2}{2}+7$ . . . $x=8$.

Ex. 21. $2ax+b=3cx+4a$ . . . . $x=\frac{4a-b}{2a-3c}$.

Ex. 22. $5ax-2b+4bx=2x+5c$ . . . . . . $x=\frac{5c+2b}{4a+4b-2}$

Ex. 23. $bx+2x-a=3x+2c$ . . . . $x=\frac{2c+a}{b-1}$.

Ex. 24. $3x-a+cx=\frac{a+x}{3}-\frac{b-x}{a}$. . . . . $x=\frac{4a^2-3b}{8a+3ac-3}$

XVIII.

On the Solution of Simple Equations containing two or more unknown Quantities.

For the solution of equations containing two or more unknown quantities, as many independent equations are required as there are unknown quantities. The two equations necessary for the solution of the case when *two* unknown quantities are concerned, may be expressed in the following manner:

$$ax+by=c$$
$$a'x+b'y=c'$$

where a, b, c, a', b', c' represent *known* quantities, and x, y the *unknown* quantities, whose values are to be found in terms of these known quantities.

70. There are three different Rules by which the value of one of these unknown quantities may be determined.

Rule I.

$$\left.\begin{array}{l}\text{Let } ax+by=c\,(A)\\ \text{and } a'x+b'y=c'\,(B)\end{array}\right\}\text{be the two equations to be solved.}$$

Multiply equation (A) by a', then $aa'x+a'by=a'c\,(C)$

. . . . (B) by a, . . . $aa'x+ab'y=ac'\,(D)$

Subtract equation (D) from (C), then $(a'b-ab')y=a'c-ac'$

$$\therefore y=\frac{a'c-ac'}{a'b+ab'}.$$

From which we deduce the following Rule. "Multiply the first equation by the coefficient of x in the second equation, and the second equation by the coefficient of x in the first equation; subtract the *last* of these resulting equations from the *first*, and there will arise an equation which contains only y and known quantities, from which the value of y is determined."

Rule II.

From equation (A), $ax=c-by$, $\therefore x=\dfrac{c-by}{a}$.

. . . . (B), $a'x=c'-b'y$, $\therefore x=\dfrac{c'-b'y}{a'}$.

Putting these two values of x equal to each other, we have $\left.\begin{matrix}\\ \end{matrix}\right\} \dfrac{c'-b'y}{a'}=\dfrac{c-by}{a}$;

$$\text{and } \therefore\ ac'-ab'y=a'c-a'by;$$

$$\text{By transposition, } (a'b-ab')y=a'c-ac';$$

$$\text{and } y=\frac{a'c-ac'}{a'b-ab'}.$$

From which it appears, that "if the value of x in the *first* equation be put equal to its value in the *second*, there will arise a new equation involving only y, from which the same value of y is found as before."

RULE III.

From equation (A), $x=\dfrac{c-by}{a}$; substitute this value of x in equation (B), then $a'\times\dfrac{c-by}{a}+b'y=c'$,

$$\text{or } a'c-a'by+ab'y=ac';$$

$$\therefore\ a'c-ac'=(a'b-ab')y,$$

$$\text{and } y=\frac{a'c-ac'}{a'b-ab'}.$$

From which we infer, that "if the value of x, found from the *first* equation, be substituted for it in the *second*, there will arise an equation which gives the same value of y as in the two former instances."

71. Having determined the value of y, the value of x may be found in each case, by substituting this value for y either in the first or second equation. The value of x in the first equation is $\dfrac{c-by}{a}$; but $y=\dfrac{a'c-ac'}{a'b-ab'}$, $\therefore\ x=\dfrac{c}{a}-\dfrac{b(a'c-ac')}{a(a'b-ab')}=$ (by reducing these fractions to a common denominator) $\dfrac{bc'-b'c}{a'b-ab'}$. The value of x in the *second* equation is $\dfrac{c'-b'y}{a'}=\dfrac{c'}{a'}-\dfrac{b'(a'c-ac')}{a'(a'b-ab')}=$ (by reducing these fractions to a common denominator) $\dfrac{bc'-b'c}{a'b-ab'}$, as before.

72. Hence it appears, that in finding the value of y, *either* of the three Rules may be applied; and that in finding the value of

x, the value of y, so found, may be substituted either in the *first* or *second* equation. In the choice of the Rule which may be most adapted to practical application, experience only can be our guide. It may further be observed, that there are cases in which Rule I may be somewhat varied; for instance, if the given equations be

$$ax+by=c\ (A)$$
$$a'x-b'y=c'(B)$$

Multiply equation (A) by b', then $ab'x+bb'y=b'c\ (C)$
. . . . (B) by b, . . . $a'bx-bb'y=bc'\ (D)$

Add equation (D) to (C), then $(ab'+a'b)x=b'c+bc$;

and $x=\dfrac{b'c+bc'}{ab'+a'b}$.

Having the value of x, the value of y may be found by one of the preceding methods.

73. The following examples are intended to illustrate each Rule separately.

Example 1.

Let $\left.\begin{array}{r}5x+4y=55\ (A)\\ 3x+2y=31\ (B)\end{array}\right\}$ to find the values of x and y.

By Rule I,

Multiply (A) by 3, then $15x+12y=165$
. . . . (B) by 5, . . . $15x+10y=155$

$\therefore$ by subtraction, we have $2y=10$, or $y=\dfrac{10}{2}=5$

Now from equation (A) we have $x=\dfrac{55-4y}{5}=$ (since $y=5$, and $\therefore\ 4y=20$) $\dfrac{55-20}{5}=\dfrac{35}{5}=7$.

Ex. 2.

Let $\left.\begin{array}{r}x+4y=16\ (A)\\ 4x+\ y=34\ (B)\end{array}\right\}$

From equation (A) we have $x=16-4y$;
. . . . (B) . . . . $x=\dfrac{34-y}{4}$.

Hence, by Rule II, $\dfrac{34-y}{4}=16-4y$,

$$\text{or, } 34-y=64-16y;$$
$$\therefore 15y=30, \text{ or } y=\frac{30}{15}=2.$$

It has already been shown that $x=16-4y=$ (since $y=2$, and $\therefore 4y=8$) $16-8=8$.

Ex. 3.

$$\left.\begin{array}{r}\text{Let } \dfrac{x+2}{3}+8y=31 \quad (A)\\ \dfrac{y+5}{4}+10x=192 \ (B)\end{array}\right\}$$

Clear eq^n. (A) of fractions, $x+2+24y=93$, or $x+24y=91 (C)$
. . . . . (B) . . . . $y+5+40x=768$, or $y+40x=763 (D)$
From equation (C), $x=91-24y$; by RULE III, substitute this value of x in equation (D); then we have

$$y+40(91-24y)=763$$
$$\text{or } y+3640-960y=763$$
$$\therefore 959y=3640-763=2877$$
$$\text{and } y=\frac{2877}{959}=3.$$

By referring to equation (C), we have $x=91-24y=$ (since $y=3$, and $\therefore 24y=72$) $91-72=19$.

Ex. 4.

$$\left.\begin{array}{r}\text{Let } 3x+4y=29 \ (A)\\ 17x-3y=36 \ (B)\end{array}\right\}$$

In this example, the Rule mentioned in Art. 72 may be applied.
Multiply equation (A) by 3, then $9x+12y=87 (C)$
. . . . (B) by 4, . . $68x-12y=144 (D)$
Add equation (D) to (C), then $77x \quad =231$,

$$\text{or } x=\frac{231}{77}=3.$$

From equation (A) we have $4y=29-3x=$ (since $x=3$, and $\therefore 3x=9$) $29-9=20$; hence $y=\dfrac{20}{4}=5$.

Ex. 5. $\left.\begin{array}{r}4x+3y=31\\3x+2y=22\end{array}\right\}$ . . . . ANSWER, $\left\{\begin{array}{l}x=4\\y=5\end{array}\right.$

Ex. 6. $\left.\begin{array}{r}3x+2y=40\\2x+3y=35\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=10\\y=5\end{array}\right.$

Ex. 7. $\left.\begin{array}{l}5x-4y=19\\4x+2y=36\end{array}\right\}$ . . . . Answer, $\left\{\begin{array}{l}x=7\\y=4\end{array}\right.$

Ex. 8. $\left.\begin{array}{l}3x+7y=79\\2y-\frac{1}{2}x=9\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=10\\y=7\end{array}\right.$

7y+3x = 79

Ex. 9. $\left.\begin{array}{l}\dfrac{x+y}{3}+1=6\\[2mm]\dfrac{x-y}{7}+3=4\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=11\\y=4\end{array}\right.$

Ex. 10. $\left.\begin{array}{l}\dfrac{x+y}{3}-2y=2\\[2mm]\dfrac{2x-4y}{5}+y=\dfrac{23}{5}\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=11\\y=1\end{array}\right.$

Ex. 11. $\left.\begin{array}{l}\dfrac{2x-3}{2}+y=7\\[2mm]5x-13y=\dfrac{67}{2}\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=8\\y=\frac{1}{2}\end{array}\right.$

Ex. 12. $\left.\begin{array}{l}\dfrac{3x-7y}{3}=\dfrac{2x+y+1}{5}\\[2mm]8-\dfrac{x-y}{5}=6\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=13\\y=3\end{array}\right.$

74. When *three* unknown quantities are concerned, the most general form under which simple equations can be expressed, is

$$ax+by+cz=d \quad (E)$$
$$a'x+b'y+c'z=d' \quad (F)$$
$$a''x+b''y+c''z=d'' \quad (G)$$

and the mode of solution may be conducted in the following manner.

I. Multiply eq^n. (E) by a', then $aa'x+a'by+a'cz=a'd$ (H)

. . . . (F) by a, . . $aa'x+ab'y+ac'z=ad'$ (K)

Subtr. (K) from (H) then $(a'b-ab')y+(a'c-ac')z=a'd-ad'$ (L)

By multiplying (F) by a'', and (G) by a', and subtracting the latter result from the former, we obtain in the same manner

$$(a''b'-a'b'')y+(a''c'-a'c'')z=a''d'-a'd'' \quad (M)$$

II. Next, let the coefficients of y and z, and the other known quantities in equation (L) be represented by α, β, γ respectively; and those in equation (M) by α', β', γ', respectively; then those equations may be reduced to the following form; viz.

$$\alpha y+\beta z=\gamma.$$
$$\alpha' y+\beta' z=\gamma'.$$

From which, by making the proper substitutions in RULE I, and in Art. 71, we have

$$z=\frac{\alpha'\gamma-\alpha\gamma'}{\alpha'\beta-\alpha\beta'}.$$
$$y=\frac{\beta\gamma'-\beta'\gamma}{\alpha'\beta-\alpha\beta'}.$$

III. From equation (E), we have $x=\frac{d}{a}-\frac{by+cz}{a}$; in which, substituting the values of y and z just now found, we obtain $x=\frac{d}{a}-\frac{b(\beta\gamma'-\beta'\gamma)+c(\alpha'\gamma-\alpha\gamma')}{a(\alpha'\beta-\alpha\beta')}$.

This mode of operation might be easily extended to equations containing any number of unknown quantities.

EXAMPLE 1.

Let $\left.\begin{aligned}2x+3y+4z&=29\ (E)\\3x+2y+5z&=32\ (F)\\4x+3y+2z&=25\ (G)\end{aligned}\right\}$ to find the values of x, y, z.

I. Multiply (E) by 3, then $6x+9y+12z=87\ (H)$
. . . . (F) by 2, . . . $6x+4y+10z=64\ (K)$

Subtract (K) from (H), $5y+2z=23\ (L)$

Multiply (F) by 4, then $12x+8y+20z=128$
. . . . (G) by 3, . . . $12x+9y+6z=75$

Subtract (G) from (F), $-y+14z=53\ (M)$

II. Hence the given equations are reduced to $\left\{\begin{aligned}5y+2z&=23\ (L)\\-y+14z&=53\ (M)\end{aligned}\right.$

Again, $5y+2z=23$
Multiply (M) by 5, then $-5y+70z=265$

By addition, $72z=288$, or $z=\frac{288}{72}=4$.

From equation (M), $y=14z-53=56-53=3$.

III. From equation (E), $x=\frac{29-3y-4z}{2}=\frac{29-25}{2}=2$.

Ex. 2. $\left.\begin{array}{l}x+y+z=90\\2x+40=3y+20\\2x+40=4z+10\end{array}\right\}$ . . . . . . ANSWER, $\left\{\begin{array}{l}x=35\\y=30\\z=25\end{array}\right.$

Ex. 3. $\left.\begin{array}{l}x+\ y+\ z=\ 53\\x+2y+3z=105\\x+3y+4z=134\end{array}\right\}$ . . . . $\left\{\begin{array}{l}x=24\\y=\ 6\\z=23\end{array}\right.$

XIX.

The Solution of Questions producing Simple Equations.

In the reduction and management of equations, we have proceeded by fixed and stated rules; but in the solution of *questions* we have no such rules to guide us. Every particular question requires a distinct process of reasoning, to bring it into an algebraic form; and nothing but practice and experience can produce expertness and facility in conducting this process. All that can be done for the learner in this case, is, to explain the manner in which the principles of this science may be made to bear upon questions in general; for as soon as they can be brought into the shape of *equations*, we have only to apply the foregoing Rules for finding the value of the unknown quantity or quantities. Before we proceed, therefore, to any actual examples, it may be proper to show the relation which arithmetical and algebraic operations stand in to each other.

75. Suppose the following arithmetical question was proposed for solution; viz. "To divide the number 35 into two such parts, that one part may exceed the other part by 9." A person unacquainted with algebra might with no great difficulty solve this question in the following manner.

I. It appears, in the first place, that there must be a *greater* and a *lesser* part.

II. The greater part must exceed the lesser by 9.

III. But it is evident that the greater and lesser parts, added together, must be equal to the whole number, 35.

IV. If then we substitute for the greater part its *equivalent*, viz. "*the lesser part increased by* 9," it follows, that the lesser part increased by 9, with the *addition* of the said lesser part, is equal to 35.

V. Or, in other words, that *twice* the lesser part, with the addition of 9, is equal to 35.

VI. Therefore, *twice the lesser part* must be equal to 35, *with* 9 *subtracted from* it.

VII. Hence, twice the lesser part is equal to 26.

VIII. From which we conclude, that the *lesser part* is equal to 26 *divided by* 2; i. e. to 13.

IX. And consequently, as the *greater* part exceeds the *lesser* by 9, it must be equal to 22.

But by adopting the method of algebraic notation, the different steps of this solution may be much more briefly expressed as follows:

I.	Let the *lesser* part	$=x$.
II.	Then the *greater* part	$=x+9$.
III.	But the greater part + lesser part .	$=35$.
IV.	$\therefore x+9+x$	$=35$.
V.	or $2x+9$	$=35$.
VI.	$\therefore 2x$	$=35-9$.
VII.	or $2x$	$=26$.
VIII.	$\therefore x$ (*lesser* part)	$=\frac{26}{2}=13$.
IX.	and $x+9$ (*greater* part)	$=13+9=22$.

76. Having thus explained the manner in which the several steps in the solution of an arithmetical question may be expressed in the language of algebra, we now proceed to its exemplification.

QUESTION 1.

There are two numbers whose difference is 15, and their sum 59. What are the numbers?

As their *difference* is 15, it is evident that the greater number must exceed the lesser by 15.

Let, therefore, $x=$ the lesser number;
then will $x+15=$ the greater.
But their *sum* $=59$
$\therefore x+x+15=59$
or $2x+15=59$
and $2x=59-15=44$.

$$\therefore x=\frac{44}{2}=22, \text{ the lesser number,}$$

and $x+15=22+15=37$, the greater.

Question 2.

What two numbers are those whose difference is 9, and if three times the greater be added to five times the lesser, the sum shall be 35?

Let x = the lesser number;

then $x+9$ = greater number.

And 3 times the greater $=3\times(x+9)=3x+27$.

5 times the lesser $=5x$.

But by the question, 3 times the greater + 5 times the lesser $=35$.

Hence, $(3x+27)+(5x)=35$.

$\therefore 8x+27=35$,

or $8x=35-27=8$;

$\therefore x=1$, the lesser number,

and $x+9=1+9=10$, the greater number.

Question 3.

What number is that, to which 10 being added, $\frac{3}{5}$ths of the sum shall be 66?

Let x = the number required;

then $x+10$ = the number with 10 added to it.

Now $\frac{3}{5}$ths of $(x+10)=\frac{3}{5}(x+10)=\frac{3(x+10)}{5}=\frac{3x+30}{5}$.

But, by the question, $\frac{3}{5}$ths of $(x+10)=66$;

$$\text{Hence, } \frac{3x+30}{5}=66.$$

Multiply by 5, then $3x+30=330$;

$\therefore 3x=330-30=300$;

$$\text{or } x=\frac{300}{3}=100.$$

Question 4.

What number is that which, being multiplied by 6, the product increased by 18, and that sum divided by 9, the quotient shall be 20?

Let x = the number required;

then $6x$ = the number multiplied by 6;

$6x+18=$ the product increased by 18,

and $\frac{6x+18}{9}=$ that sum divided by 9.

Hence, by the question, $\frac{6x+18}{9}=20.$

Multiply by 9, then $6x+18=180,$

or $6x=180-18=162;$

$\therefore x=\frac{162}{6}=27.$

Question 5.

A post is $\frac{1}{5}$th in the earth, $\frac{3}{7}$ths in the water, and 13 feet out of the water. What is the length of the post?

Let $x=$ the length of the post;

then $\frac{x}{5}=$ the part of it in the earth;

$\frac{3x}{7}=$ the part of it in the water;

$13=$ the part of it out of the water.

But part in earth + part in water + part out of water = whole post.

$$\therefore \left(\frac{x}{5}\right) \quad + \quad \left(\frac{3x}{7}\right) \quad + \quad (13) \quad = x.$$

Multiply by 5, then $x+\frac{15x}{7}+65=5x.$

. . . by 7, . . $7x+15x+455=35x,$

or $455=35x-7x-15x=13x.$

Hence $x=\frac{455}{13}=35=$ length of the post.

Question 6.

After paying away $\frac{1}{4}$th and $\frac{1}{7}$th of my money, I had 85*l.* left in my purse. What money had I at first?

Let $x=$ money in my purse at first;

then $\frac{x}{4}+\frac{x}{7}=$ money paid away.

But money at first $-$ money paid away $=$ money remaining.

Hence $x-\left(\frac{x}{4}+\frac{x}{7}\right)=85,$

$$\text{i. e. } x-\frac{x}{4}-\frac{x}{7}=85.$$

Multiply by 4, then $4x-x-\frac{4x}{7}=340.$

. . . . . by 7, . . $28x-7x-4x=2380,$

$$\therefore\ 17x=2380;\ \text{or } x=\frac{2380}{17}=140l.$$

QUESTION 7.

Of a battalion of soldiers, (the officers being included,) $\frac{3}{4}$ths are on duty, $\frac{1}{10}$th are sick, $\frac{3}{5}$ths of the remainder are absent, and there are 48 officers. What is the number of persons in the battalion?

Let x=the number of persons in the battalion;

Then $\frac{3}{4}$ths of x, or $\frac{3x}{4}$=men on duty;

$\frac{1}{10}$ of x, or $\frac{x}{10}$=the sick;

And $\frac{3x}{4}+\frac{x}{10}$, or $\frac{34x}{40}=\frac{17x}{20}$=men on duty and sick.

Hence $x-\frac{17x}{20}=\frac{3x}{20}$=remainder,

And $\frac{3}{5}$ths of $\frac{3x}{20}$, or $\frac{9x}{100}$=$\frac{3}{5}$ths of remainder=the absent.

But the men on duty, the sick, the absent, and the officers, together make up the whole battalion;

$$\text{i. e. } \frac{17x}{20}+\frac{9x}{100}+48=x,$$

$$\text{or } 17x+\frac{9x}{5}+960=20x;$$

$$\therefore\ 85x+9x+4800=100x.$$

Hence $100x-85x-9x=4800,$

$$\text{or } 6x=4800;\ \text{or } x=\frac{4800}{6}=800.$$

QUESTION 8.

There are two numbers, such, that 3 times the greater added to $\frac{1}{3}$d the lesser is equal to 36; and if twice the greater be subtracted from 6 times the lesser, and the remainder divided by 8, the quotient will be 4. What are the numbers?

Let x=the greater number;
y=the lesser number.

$$\text{Then } \left.\begin{aligned} 3x+\frac{y}{3}&=36 \\ \frac{6y-2x}{8}&=4 \end{aligned}\right\} \text{ or } \left\{\begin{aligned} 9x+y&=108 \\ 6y-2x&=32; \end{aligned}\right.$$

$$\begin{aligned} \text{or } y+9x&=108\ (A) \\ 6y-2x&=32\ (B) \end{aligned}$$

Multiply equation (A) by 6, then $6y+54x=648$
Subtract equation (B), $6y-2x=32$
then $56x=616$

$$\therefore x=\frac{616}{56}=11.$$

From equation (A), $y=108-9x=108-99=9$.

Question 9.

There is a certain fraction, such, that if I add 3 to the numerator, its value will be $\frac{1}{3}$; and if I subtract 1 from the denominator, its value will be $\frac{1}{5}$. What is the fraction?

$$\left.\begin{aligned} \text{Let } x&=\text{its numerator} \\ y&=\text{denominator} \end{aligned}\right\} \text{then the fraction is } \frac{x}{y}.$$

$$\left.\begin{aligned} &\text{Add 3 to the numerator, then } \frac{x+3}{y}=\frac{1}{3} \\ &\text{Subtract 1 from the denominator, and } \frac{x}{y-1}=\frac{1}{5} \end{aligned}\right\} \text{ or } \left\{\begin{aligned} 3x+9&=y \\ 5x&=y-1. \end{aligned}\right.$$

By transposition, $y-3x=9\ (A)$
$y-5x=1\ (B)$

Subtract equation (B) from (A), then $2x=8$;

$$\therefore x=\frac{8}{2}=4, \text{ the numerator.}$$

From equation (A) $y=9+3x=9+12=21$, the denominator.
Hence the fraction required is $\frac{4}{21}$.

Question 10.

A and B have certain sums of money; says A to B, give me 15*l.* of your money, and I shall have 5 times as much as you will have left; says B to A, give me 5*l.* of your money, and I shall

have exactly as much as you will have left. What sum of money had each?

Let x=A's money,

y=B's . . . .

Then $x+15$=what A would have after receiving 15*l.* from B.

$y-15$=what B would have left.

Again, $y+5$=what B would have after receiving 5*l.* from A.

$x-5$=what A would have left.

$$\text{Hence, by the question, } \left.\begin{aligned} x+15&=5\times(y-15)=5y-75, \\ \text{and } y+5&=x-5. \end{aligned}\right\}$$

$$\text{By transposition, } \left.\begin{aligned} 5y-x&=90 \quad (A) \\ \text{and } y-x&=-10 \quad (B) \end{aligned}\right\}$$

Subtract (B) from (A), $4y=100$;

$\therefore y=25$, B's money.

From equation (B), $x=y+10=25+10=35$, A's money.

Question 11.

A person bought a certain number of sheep for 94*l.*; having lost 7 of them, he sold $\frac{1}{4}$th of the remainder of them, at prime cost, for 20*l.* How many sheep had he at first?

Let x=number of sheep he had at first;

Then $\dfrac{94}{x}=\dfrac{\text{whole sum}}{\text{number of sheep}}$=what each sheep cost.

Now $x-7$=number remaining when 7 were lost;

$\therefore \dfrac{x-7}{4}$=the number sold for 20*l.*

But the number sold $\times$ price of each=whole price of sheep sold.

Hence, by substitution, $\dfrac{x-7}{4}\times\dfrac{94}{x}=20$,

or $(x-7)\times 94=80x$,

i. e. $94x-658=80x$,

or $94x-80x=658$,

$\therefore 14x=658$; or $x=\dfrac{658}{14}=47$.

Question 12.

A and B have the same income; A is extravagant, and contracts an annual debt amounting to $\frac{1}{7}$th of it; B lives upon $\frac{4}{5}$ths

of it; at the end of 10 years, B lends A money enough to pay off his debts, and has then 160*l*. to spare. What is their income?

Let x=their income;

Then $\frac{1}{7}$th of x, or $\frac{x}{7}$=A's annual debt,

and $10\times\frac{x}{7}$, or $\frac{10x}{7}$=A's debt contracted in 10 years.

As B lives upon $\frac{4}{5}$ths of his income, he saves annually $\frac{1}{5}$th of it;

hence, $\frac{x}{5}$=B's annual saving,

and $10\times\frac{x}{5}$, or $\frac{10x}{5}$, or $2x$=B's savings in 10 years.

But, by the question, B's savings=A's debt + 160;

$$\therefore \text{ by substitution, } 2x=\frac{10x}{7}+160,$$

$$\text{or } 14x=10x+1120,$$

$$\text{and } 4x=1120; \text{ or } x=\frac{1120}{4}=280l.$$

QUESTION 13.

A person was desirous of relieving a certain number of beggars by giving them 2*s*. 6*d*. each, but found that he had not money enough in his pocket by 3*s*.; he then gave them 2*s*. each, and had 4*s*. to spare. What money had he in his pocket, and how many beggars did he relieve?

Let x=money in his pocket, in shillings;
y=number of beggars.

Then $2\frac{1}{2}\times y$, or $\frac{5y}{2}$=number of shillings which would have been [given, at 2*s*. 6*d*. each,

and $2\times y$, or $2y$= . . . . at 2*s*. each.

Hence, by the question, $\frac{5y}{2}=x+3$ (A)

and $2y=x-4$ (B)

Subtract (B) from (A), then $\frac{y}{2}=7$, or $y=14$, the number of [beggars.

From equation (B), $x=2y+4=28+4=32$ shillings in his pocket.

QUESTION 14.

A person passed $\frac{1}{6}$th of his age in childhood, $\frac{1}{12}$th in youth, $\frac{1}{7}$th $+5$ years in matrimony; he had then a son whom he survived 4 years, and who reached only $\frac{1}{2}$ the age of his father. At what age did this person die?

Let x=age of the person at the time of his death.

Then $\frac{x}{6}$=time spent in childhood;

$\frac{x}{12}$= . . . . . in youth;

$\frac{x}{7}+5$= . . . . . in matrimony;

$\therefore \frac{x}{6}+\frac{x}{12}+\frac{x}{7}+5$=age of the person when the son was born,

and $x-\frac{x}{6}-\frac{x}{12}-\frac{x}{7}-5$=interval between the birth of the son [and the old man's death;

$\therefore x-\frac{x}{6}-\frac{x}{12}-\frac{x}{7}-5-4$=age of the son when he died.

But, by the question, the son died at half the age of the father.

$$\text{Hence, } x-\frac{x}{6}-\frac{x}{12}-\frac{x}{7}-9=\frac{x}{2}.$$

$$\text{Multiply by 12, then } 12x-2x-x-\frac{12x}{7}-108=6x.$$

$$\text{or } 3x-\frac{12x}{7}=108,$$

$$\text{and } 21x-12x=756;$$

$$\therefore 9x=756;\ \text{or } x=\frac{756}{9}=84.$$

QUESTION 15.

To find a number, such, that whether it is divided into two or three equal parts, the continued product of the parts shall be equal to the same quantity.

Let x=the number required.

Then $\frac{x}{2}\times\frac{x}{2}$=continued product, when the number is divided into [two parts,

and $\frac{x}{3}\times\frac{x}{3}\times\frac{x}{3}$= . . . . into three parts.

Hence, by the question, $\frac{x}{2}\times\frac{x}{2}=\frac{x}{3}\times\frac{x}{3}\times\frac{x}{3}$, or $\frac{x^2}{4}=\frac{x^3}{27}$,

$$\therefore 27x^2=4x^3.$$

Divide by x^2, then $27=4x$,

and $x=\frac{27}{4}=6\frac{3}{4}$, the number required.

Question 16.

There is a certain number, consisting of two digits. The sum of those digits is 5; and if 9 be added to the number itself, the digits will be inverted. What is the number?

Let x=left hand digit;
y=right hand digit.

Then, by Art. 61. $10x+y$=the number itself,
and $10y+x$=the number with its digits inverted.

Hence, by the question, $x+y=\ \ 5\ (A)$

and $10x+y+9=10y+x$, or $9x-9y=-9$, or $x-y=-1\ (B)$

Subtract (B) from (A), then $2y=\ \ 6$, and $y=3$,

$x=5-y=5-3=2$;

$\therefore$ the number$=10x+y=23$.

Add 9 to this number, and it becomes 32, which is the number with the digits inverted.

Qu. 17. What two numbers are those whose difference is 10, and if 15 be added to their sum the whole will be 43?

Answer, 9 and 19.

Qu. 18. There are two numbers whose difference is 14, and if 9 times the lesser be subtracted from 6 times the greater, the remainder will be 33. What are the numbers? Answ. 17 and 31.

Qu. 19. What number is that, to which if I add 20, and from $\frac{2}{3}$ds of this sum I subtract 12, the remainder shall be 10? Answ. 13.

Qu. 20. What number is that, of which if I add $\frac{1}{3}$d, $\frac{1}{4}$th, and $\frac{2}{7}$ths together, the sum shall be 73? Answ. 84.

Qu. 21. Two persons, A and B, lay out equal sums of money in trade; A gains 120*l.* and B loses 80*l.*; and now A's money is treble of B's. What sum had each at first? Answ. 180*l.*

Qu. 22. What number is that whose $\frac{1}{3}$d part exceeds its $\frac{1}{5}$th by 72? Answ. 540.

Qu. 23. There are two numbers whose sum is 37; and if 3 times the lesser be subtracted from 4 times the greater, and this difference divided by 6, the quotient will be 6. What are the numbers? Answ. 21 and 16.

Qu. 24. There are two numbers whose sum is 49; and if $\frac{1}{7}$th of the lesser be subtracted from $\frac{1}{5}$th of the greater, the remainder will be 5. What are the numbers? Answ. 35 and 14.

Qu. 25. What two numbers are those, to $\frac{1}{3}$d of the sum of which if I add 13, the result shall be 17; and if from $\frac{1}{2}$ their difference I subtract 1, the remainder shall be 2? Answ. 9 and 3.

Qu. 26. There is a certain fraction, such, that if I add 1 to its numerator, it becomes $\frac{1}{2}$; if 3 be added to the denominator, it becomes $\frac{1}{3}$. What is the fraction? Answ. $\frac{5}{12}$.

Qu. 27. A person has two horses, and a saddle worth 10*l.*; if the saddle be put on the first horse, his value becomes double that of the second; but if the saddle be put on the second horse, his value will not amount to that of the first horse by 13*l.* What is the value of each horse? Answ. 56*l.* and 33*l.*

Qu. 28. To divide the number 72 into three parts, so that $\frac{1}{2}$ the first part shall be equal to the second, and $\frac{3}{5}$ths of the second part equal to the third. Answ. 40, 20, and 12.

Qu. 29. A person after spending $\frac{1}{5}$th of his income *plus* 10*l.* had then remaining $\frac{1}{2}$ of it *plus* 35*l.* Required his income.

$x - \frac{x}{5} + 10$

Answ. 150*l.*

Qu. 30. A gamester at one sitting lost $\frac{1}{5}$th of his money, and then won 10 shillings; at a second he lost $\frac{1}{3}$d of the remainder, and then won 3 shillings; after which he had 3 guineas left. What money had he at first? Answ. 5*l.*

Qu. 31. There are two numbers, such, that $\frac{1}{2}$ the greater added to $\frac{1}{3}$d the lesser is 13; and if $\frac{1}{2}$ the lesser be taken from $\frac{1}{3}$d the the greater, the remainder is nothing. What are the numbers?

Answ. 18 and 12.

Qu. 32. There is a certain number, to the sum of whose digits if you add 7, the result will be 3 times the left hand digit; and if from the number itself you subtract 18, the digits will be inverted. What is the number? Answ. 53.

$x + 2 + x - 2 + x \times 2 + \frac{x}{2} = 90$

$x + x + 2x - 4 + 4x + x = 180$

Qu. 33. Divide the number 90 into four such parts, that the first increased by 2, the second diminished by 2, the third multiplied by 2, and the fourth divided by 2, may all be equal to the same quantity. Answ. 18, 22, 10, 40.

Qu. 34. A merchant has two kinds of tea, one worth 9*s*. 6*d*. per pound, the other 13*s*. 6*d*. How many pounds of each must he take to form a chest of 104 pounds, which shall be worth 56*l*.? Answ. 33 at 13*s*. 6*d*. and 71 at 9*s*. 6*d*.

Qu. 35. A vessel containing 120 gallons is filled in 10 minutes by two spouts running successively; the one runs 14 gallons in a minute, the other 9 gallons in a minute. For what time has each spout run? Answ. 14-gallon spout ran 6 minutes; 9-gallon spout ran 4 minutes.

Qu. 36. In the composition of a certain number of pounds of gunpowder, $\frac{2}{3}$ds the whole $+10$ was nitre; $\frac{1}{6}$th the whole $-4\frac{1}{2}$ was sulphur; and the charcoal was $\frac{1}{7}$th of the nitre -2. How many pounds of gunpowder were there? Answ. 69 pounds.

Qu. 37. To find three numbers, such, that the first with $\frac{1}{2}$ the sum of the second and third shall be 120; the second with $\frac{1}{5}$th the difference of the third and first shall be 70; and $\frac{1}{2}$ the sum of the three numbers shall be 95. Answ. 50, 65, and 75.

CHAPTER V.

ON QUADRATIC EQUATIONS.

Quadratic Equations are divided into *pure* and *adfected*. *Pure* quadratic equations are those which contain only the *square* of the unknown quantity; such as $x^2=36$; $x^2+5=54$; $ax^2-b=c$; &c. *Adfected* quadratic equations are those which involve both the *square* and *simple power* of the unknown quantity, such as $x^2+4x=45$; $3x^2-2x=21$; $ax^2+2bx=c+d$; &c. &c.

XX.

On the Solution of Pure Quadratic Equations.

77. The Rule for the solution of pure quadratic equations is this: "Transpose the terms of the equation in such a manner, that those which contain x^2 may be on one side of the equation, and the *known quantities* on the other; divide (if necessary) by the coefficient of x^2; then extract the square root of each side of the equation, and it will give the value of x."

EXAMPLE 1.

Let $x^2+5=54$.

By transposition, $x^2=54-5=49$.

Extract the square root of both sides of the equation, then

$$x=\sqrt{49}=7.$$

Ex. 2. Let $3x^2-4=71$.

By transposition, $3x^2=71+4=75$.

Divide by 3, $x^2=\frac{75}{3}=25$.

Extract the square root, $x=\sqrt{25}=5$.

Ex. 3. Let $5x^2-27=3x^2+215$.

By transposition, $5x^2-3x^2=215+27$, or $2x^2=242$;

$$\therefore x^2=\frac{242}{2}=121, \text{ and } x=11.$$

Ex. 4. Let $ax^2-b=c$.

Then $ax^2=c+b$, and $x^2=\frac{c+b}{a}$, or $x=\sqrt{\frac{c+b}{a}}$.

Ex. 5. Let $ax^2-5c=bx^2-3c+d$.

Then $ax^2-bx^2=5c-3c+d$, or $(a-b)x^2=2c+d$;

$$\therefore x^2=\frac{2c+d}{a-b}, \text{ and } x=\sqrt{\frac{2c+d}{a-b}}.$$

Ex. 6. $5x^2-1=244$ . . . . ANSWER, $x=7$.

Ex. 7. $9x^2+9=3x^2+63$ . . . . $x=3$.

Ex. 8. $\frac{4x^2+5}{9}=45$. . . . . $x=10$.

Ex. 9. $bx^2+c+3=2bx^2+1$ . . . . Answer, $x=\sqrt{\frac{c+2}{b}}$.

Ex. 10. $2ax^2+b-4=cx^2-5+d-ax^2$ . . . $x=\sqrt{\frac{d-b-1}{3a-c}}$.

XXI.

On the Solution of Adfected Quadratic Equations.

78. The most general form under which an adfected quadratic equation can be exhibited is $ax^2+bx=c$; where a, b, c may be any quantities whatever, *positive* or *negative*, *integral* or *fractional*. Divide each side of this equation by a, then $x^2+\frac{b}{a}x=\frac{c}{a}$. Let $\frac{b}{a}=p$, $\frac{c}{a}=q$; then this equation is reduced to the form $x^2+px=q$, where p and q may be any quantities whatever, positive or negative, integral or fractional.

79. From the twofold form under which adfected quadratic equations may be expressed, there arise two Rules for their solution.

Rule I.

Let $x^2+px=q$.

Add $\frac{p^2}{4}$ to each side of the equation, then

$$x^2+px+\frac{p^2}{4}=\frac{p^2}{4}+q=\frac{p^2+4q}{4}.$$

Extract the square root of each side of the equation, then

$$x+\frac{p}{2}=\frac{\pm\sqrt{p^2+4q}^{(a)}}{2}, \text{ and } x=\frac{\pm\sqrt{p^2+4q}-p}{2}.$$

Hence it appears, that "if to each side of the equation there be added the *square of half the coefficient of the second term*, there will arise, on the left-hand side of the equation, a quantity which is the square of $x+\frac{p}{2}$; and by extracting the square root of each

(a) Since the square of $+a$ is $+a^2$, and of $-a$ is *also* $+a^2$, the *square root* of $+a^2$ may be either $+a$ or $-a$; hence the square root of p^2+4q may be expressed by $\pm\sqrt{p^2+4q}$.

side of the resulting equation, we obtain a *simple* equation, from which the value of x may be determined."

Rule II.

Let $ax^2+bx=c$.

Multiply each side of the equation by $4a$, then $4a^2x^2+4abx=4ac$.

Add b^2 to each side, and we have $4a^2x^2+4abx+b^2=4ac+b^2$.

Extract the square root, as before, $2ax+b=\pm\sqrt{4ac+b^2}$;

$$\therefore\ 2ax=\pm\sqrt{4ac+b^2}-b, \text{ and } x=\frac{\pm\sqrt{4ac+b^2}-b}{2a}.$$

From which we infer, that "if each side of the equation be multiplied by *four times the coefficient of* x^2, and to each side there be added *the square of the coefficient of* x, the quantity on the left-hand side of the equation will be the square of $2ax+b$. Extract the square root of each side of the equation, and there arises a *simple equation*, from which the value of x may be determined."[a]

If $a=1$, the equation is reduced to the form $x^2+px=q$; in this case, therefore, the Rule may be applied, by "multiplying each side of the equation by 4, and adding the square of the coefficient of x."

80. Either of these Rules may of course be applied to the solution of adfected quadratic equations; but it may be proper to observe, that in equations of the form $ax^2+bx=c$ where a is a *small* number, and in those of the form $x^2+px=q$ where p is an *odd* number, Rule II. will be found by far the most convenient.

81. From the form in which the value of x is exhibited in each of these Rules, it is evident that it will have *two* values; one corresponding to the sign $+$, and the other to the sign $-$, of the radical quantity. In the following examples, the *positive* values only of x are inserted at the end of the solution.

(a) The principle of this Rule will be found in the *Bija Ganita*, a *Hindoo* Treatise on the Elements of Algebra. See Mr. Colebrooke's Translation of this very curious work.

EXAMPLE 1.

Let $x^2+8x=65$.

By RULE I, add the square of 4, $\left(\text{i. e. } \frac{p^2}{4}\right)$ to each side of the equation, then $x^2+8x+16=65+16=81$.

Extract the square root of each side of the equation, then $\left(x+\frac{p}{2}, \text{ or}\right)$ $x+4=\sqrt{81}=9$, and $x=5$.

Ex. 2. Let $x^2-4x=45$.

By RULE I, add the square of 2, i. e. 4, then $x^2-4x+4=45+4=49$.

Extract the square root, and $\left(x-\frac{p}{2}, \text{ or}\right)$ $x-2=\sqrt{49}=7$, and $x=9$.

Ex. 3. Let $3x^2+5x=42$.

By RULE II, multiply each side of the equation by $(4a)$, 12; then $36x^2+60x=504$.

Add (b^2), 25 to each side of the equation, and we have $36x^2+60x+25=504+25=529$.

Extract the square root of each side of the equation, which gives $(2ax+b$, or) $6x+5=\sqrt{529}=23$;

$\therefore\ 6x=18$, and $x=3$.

Ex. 4. Let $7x^2-20x=32$.

$$\therefore\ x^2-\frac{20x}{7}=\frac{32}{7}.$$

Complete the square by RULE I, then

$$x^2-\frac{20x}{7}+\frac{100}{49}=\frac{32}{7}+\frac{100}{49}=\frac{224}{49}+\frac{100}{49}=\frac{324}{49}.$$

Hence, $x-\frac{10}{7}=\sqrt{\frac{324}{49}}=\frac{18}{7}$, and $x=\frac{28}{7}=4$.

Ex. 5. Let $x^2-15x=-54$.

By RULE II, multiply by 4, then $4x^2-60x=-216$.

Add (b^2), 225 to each side, and $4x^2-60x+225=225-216=9$.

Extract the square root, $2x-15=\pm\sqrt{9}=\pm 3$;

$\therefore\ 2x=15\pm 3=18$ or 12, and $x=9$ or 6.

Ex. 6. Let $4x^2-3x=85$.

By Rule II, multiply by 16 and add the square of 3 to each side of the equation, $64x^2-48x+9=1360+9=1369$.

Extract the square root, $8x-3=\sqrt{1369}=37$, or $x=\frac{40}{8}=5$.

Ex. 7. Let $\frac{4x^2}{3}-11=\frac{x}{3}$.

Multiply by 3, then $4x^2-33=x$.

By transposition, $4x^2-x=33$.

Multiply by 16, and add 1 to each side of the equation (Rule II.)

$$64x^2-16x+1=528+1=529.$$

Extract the square root, $8x-1=\sqrt{529}=23$, or $x-\frac{24}{8}=3$.

Ex. 8. Let $5x^2+4x=273$;

Then $x^2+\frac{4x}{5}=\frac{273}{5}$,

and by Rule I, $x^2+\frac{4x}{5}+\frac{4}{25}=\frac{273}{5}+\frac{4}{25}=\frac{1369}{25}$;

$$\therefore x+\frac{2}{5}=\sqrt{\frac{1369}{25}}=\frac{37}{5},$$

and $x=\frac{37}{5}-\frac{2}{5}=\frac{35}{5}=7$.

Ex. 9. Let $\frac{7}{x+1}+\frac{2}{x}=5$.

Multiply by $x+1$, then $7+\frac{2x+2}{x}=5x+5$.

Multiply by x, then $7x+2x+2=5x^2+5x$

By transposition, $5x^2-4x=2$.

By Rule II, $100x^2-80x+16=40+16=56$.

Extract the square root, $10x-4=\sqrt{56}$,

and $10x=\sqrt{56}+4=7.48+4=11.48$;

$$\therefore x=\frac{11.48}{10}=1.148.$$

Ex. 10. Let $13x^2+2x=60$.

Divide by 13, $x^2+\frac{2x}{13}=\frac{60}{13}$.

By Rule I, add the square of $\frac{1}{13}$,

$$x^2+\frac{2x}{13}+\frac{1}{169}=\frac{60}{13}+\frac{1}{169}=\frac{780}{169}+\frac{1}{169}=\frac{781}{169}.$$

Extract the square root, $x+\frac{1}{13}=\frac{\sqrt{781}}{13}=\frac{27.94}{13}$;

$$\therefore x=\frac{27.94-1}{13}=\frac{26.94}{13}=2.07.$$

Ex. 11. Let $2bx^2-cx=d$.

By Rule II, multiply by $8b$ and add c^2, $16b^2x^2-8bcx+c^2=8bd+c^2$.

Extract the square root, $4bx-c=\sqrt{8bd+c^2}$, or $x=\frac{\sqrt{8bd+c^2}+c}{4b}$.

Ex. 12.	$x^2+12x=108$ . . .	Answer, $x=6$.
Ex. 13.	$x^2-14x=51$	$x=17$.
Ex. 14.	$x^2+6bx=c^2$	$x=\sqrt{c^2+9b^2}-3b$.
Ex. 15.	$3x^2+2x=161$	$x=7$.
Ex. 16.	$2x^2-5x=117$	$x=9$.
Ex. 17.	$3x^2-2x=280$	$x=10$.
Ex. 18.	$5x^2+4x=273$	$x=7$.
Ex. 19.	$4x^2-7x=492$	$x=12$.
Ex. 20.	$\frac{x^2}{6}-1=x+11$	$x=12$.
Ex. 21.	$\frac{2x}{3}+\frac{1}{x}=\frac{7}{3}$	$x=3$ or $\frac{1}{2}$.
Ex. 22.	$\frac{x^2}{3}-\frac{x}{2}=9$	$x=6$.
Ex. 23.	$\frac{6}{x+1}+\frac{2}{x}=3$	$x=2$.
Ex. 24.	$x^2-34=\frac{1}{2}x$	$x=6$.
Ex. 25.	$\frac{x}{5}+\frac{5}{x}=5\frac{1}{5}$	$x=25$ or 1.
Ex. 26.	$\frac{x}{x+1}+\frac{x+1}{x}=\frac{13}{6}$	$x=2$.
Ex. 27.	$\frac{3x}{x+2}-\frac{x-1}{6}=x-9$	$x=10$.

Ex. 28. $x^2-6x+19=13$. . . ANSWER, $x=4.732$ or 1.268

Ex. 29. $5x^2+4x=25$ . . . . $x=1.871$.

Ex. 30. $4ax^2-bx=c$ . . . . $x=\dfrac{b+\sqrt{b^2+16ac}}{8a}$.

Ex. 31. $\dfrac{x}{a}+\dfrac{a}{x}=\dfrac{2}{a}$ . . . . $x=1\pm\sqrt{1-a^2}$.

XXII.

On the Solution of Questions producing Quadratic Equations.

In the solution of questions which involve quadratic equations, sometimes *both* and sometimes only *one* of the values of the unknown quantity will answer the conditions required. This is a circumstance which may always be very readily determined by the nature of the question itself.

QUESTION 1.

To divide the number 56 into two such parts, that their product shall be 640.

Let $x=$one part,

then $56-x=$the other part,

and $x(56-x)=$product of the two parts.

Hence, by the question, $x(56-x)=640$, or $56x-x^2=640$.

By transposition, $x^2-56x=-640$.

By completing the square (RULE I.) $x^2-56x+784=784-640=144$:

$\therefore x-28=\pm12$, and $x=40$ or 16.

In this case it appears that the two values of the unknown quantity are the two parts into which the given number was required to be divided.

QUESTION 2.

There are two numbers whose difference is 7, and half their product *plus* 30 is equal to the square of the lesser number. What are the numbers?

Let $x=$the lesser number,

then $x+7=$the greater number,

and $\dfrac{x\times(x+7)}{2}+30=$half their product *plus* 30.

Hence, by the question, $\frac{x(x+7)}{2}+30=x^2$ (square of lesser,)

$$\text{or } \frac{x^2+7x}{2}+30=x^2$$

Multiply by 2, $x^2+7x+60=2x^2$.

By transposition, $x^2-7x=60$.

Mult. by 4 and add 49 (RULE II.) $4x^2-28x+49=240+49=289$,

$\therefore 2x-7=17$; $2x=24$, or $x=12$=lesser number;

hence $x+7=19$=greater number.

QUESTION 3.

To divide the number 30 into two such parts, that their product may be equal to eight times their difference.

Let x=the lesser part,

then $30-x$=the greater part,

and $30-x-x$, or $30-2x$=their difference.

Hence, by the question, $x(30-x)=8(30-2x)$,

or $30x-x^2=240-16x$.

By transposition, $x^2-46x=-240$.

Complete the square, (RULE I.) $x^2-46x+529=529-240=289$;

$\therefore x-23=\pm17$, and $x=23\pm17=40$ or 6=lesser part;

$30-x=30-6=24$=greater part.

In this case the solution of the equation gives 40 and 6 for the lesser part. Now as 40 cannot possibly be a part of 30, we take 6 for the lesser part, which gives 24 for the greater part; and the two numbers, 24 and 6, answer the conditions required.

QUESTION 4.

A person bought cloth for 33*l.* 15*s.* which he sold again at 2*l.* 8*s.* per piece, and gained by the bargain as much as one piece cost him. Required the number of pieces.

Let x=the number of pieces.

Then $\frac{675}{x}$=number of shillings each piece cost,

and $48x$=number of shillings he sold the whole for;

$\therefore 48x-675$=what he gained by the bargain.

Hence, by the question, $48x-675=\frac{675}{x}$;

By transposition and division, $x^2-\frac{225}{16}x=\frac{225}{16}$.

Complete the square, (Rule I.) $\left\{x^2-\frac{225}{16}x+\frac{50625}{1024}=\frac{225}{16}+\frac{50625}{1024}=\frac{65025}{1024};\right.$

$$\therefore x-\frac{225}{32}=\frac{255}{32}, \text{ and } x=\frac{480}{32}=15.$$

Question 5.

A and B set off at the same time to a place at the distance of 150 miles. A travels 3 miles an hour faster than B, and arrives at his journey's end 8 hours and 20 minutes before him. At what rate did each person travel per hour?

Let x=rate per hour at which B travels.

Then $x+3$= . . . . A . . . .

And $\frac{150}{x}$=number of hours for which B travels.

$\frac{150}{x+3}$= . . . . A . . . .

But A is 8 hours 20 minutes ($8\frac{1}{3}$ hours) *sooner* at his journey's end than B;

$$\text{Hence } \frac{150}{x+3}+8\tfrac{1}{3}=\frac{150}{x}, \text{ or } \frac{150}{x+3}+\frac{25}{3}=\frac{150}{x}.$$

By reduction, $x^2+3x=54$.

Complete the square, $x^2+3x+\frac{9}{4}=54+\frac{9}{4}=\frac{225}{4}$; (Rule I.)

$\therefore x+\frac{3}{2}=\frac{15}{2}$; and $x=\frac{15-3}{2}=6$ miles an hour for B;

$x+3=9$ . . . . for A.

Question 6.

Some bees had alighted upon a tree; at one flight the square root of half of them went away; at another, $\frac{8}{9}$ths of them; 2 bees then remained. How many then alighted on the tree?[a]

Let $2x^2$=the number of bees;

$$\text{then } x+\frac{16x^2}{9}+2=2x^2, \text{ or } 9x+16x^2+18=18x^2;$$

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[a] This question, and the mode of solution, are taken from the *Bija Ganita.*

$\therefore 18x^2-16x^2-9x=18$, or $2x^2-9x=18$.

(Rule II.) Multiply by 8, $16x^2-72x=144$.

Add 81, then $16x^2-72x+81=225$, or $4x-9=15$;

$\therefore 4x=15+9=24$, and $x=6$;

$\therefore 2x^2=72=$number of bees.

Qu. 7. To divide the number 33 into two such parts, that their product shall be 162. Answer, 27 and 6.

Qu. 8. What two numbers are those whose sum is 29, and product 100? Answ. 25 and 4.

Qu. 9. The difference of two numbers is 5, and $\frac{1}{4}$th part of their product is 26. What are the numbers? Answ. 13 and 8.

Qu. 10. The difference of two numbers is 6; and if 47 be added to twice the square of the lesser, it will be equal to the square of the greater. What are the numbers?

Answ. 17 and 11, or 7 and 1.

Qu. 11. There are two numbers whose sum is 30; and $\frac{1}{3}$d of their product *plus* 18 is equal to the square of the lesser number. What are the numbers? Answ. 21 and 9.

Qu. 12. There are two numbers whose product is 120. If 2 be added to the lesser, and 3 subtracted from the greater, the product of the sum and remainder will also be 120. What are the numbers? Answ. 15 and 8.

Qu. 13. A and B distribute 1200*l.* each among a certain number of persons. A relieves 40 persons more than B, and B gives 5*l.* a-piece more to each person than A. How many persons were relieved by A and B respectively? Answ. 120 by A, 80 by B.

Qu. 14. A person bought a certain number of sheep for 120*l.* If there had been 8 more, each sheep would have cost him 10*s.* less. How many sheep were there? Answ. 40.

Qu. 15. A person bought a certain number of sheep for 57*l.* Having lost 8 of them and sold the remainder at 8*s.* a-head profit, he is no loser by the bargain. How many sheep did he buy?

Answ. 38.

Qu. 16. A and B set off at the same time to a place at the distance of 300 miles. A travels at the rate of 1 mile an hour faster

than B, and arrives at his journey's end 10 hours before him. At what rate did each person travel per hour?

ANSW. A travelled 6 miles per hour.
B . . . . . 5 . . . .

XXIII.

On Quadratic Equations having Impossible Roots.

83. In the solution of the adfected quadratic equation $x^2+px=q$, (Art. 79.) the two values of x were shown to be equal to $\frac{\pm\sqrt{p^2+4q}-p}{2}$. If q be a *negative* quantity, and p^2 less than $4q$, then the quantity p^2-4q is negative, and consequently the quantity $\pm\sqrt{p^2-4q}$ comes under the description of the radical quantities mentioned in Art. 56. In this case, the two roots, or values of x, are said to be *impossible.*

EXAMPLE 1.

Let $x^2+8x+31=0$, or $x^2+8x=-31$.

Complete the square, (RULE I.) then $x^2+8x+16=-31+16=-15$,

and $x+4=\pm\sqrt{-15}$, or $x=-4\pm\sqrt{-15}$.

Ex. 2. Let $x^2-12x+50=0$, or $x^2-12x=-50$.

Complete the square, (RULE I.) $x^2-12x+36=-50+36=-14$,

and $x-6=\pm\sqrt{-14}$; $\therefore x=6\pm\sqrt{-14}$.

Ex. 3. To divide the number 16 into two such parts, that their product shall be equal to 70.

Let x=one part,

then $16-x$=the other part.

Hence $x(16-x)$ or $16x-x^2=70$.

Transpose, and $x^2-16x=-70$.

Complete the square, $x^2-16x+64=-70+64=-6$;

$\therefore x-8=\pm\sqrt{-6}$, or $x=8\pm\sqrt{-6}$.[a]

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[a] It is very well known that the *greatest* product which can arise from the multiplication of the two parts into which any given number may be divided, is when these parts are *equal:* the greatest product, therefore, which could arise from the division of the number 16 into two parts, is when each of them is 8; hence, in requiring "to divide the number 16 into two such parts that their product shall be 70," the solution of the question is *impossible.*

Ex. 4. $2x^2+15=3x$ . . . . . ANSWER, $x=\frac{3\pm\sqrt{-111}}{4}$.

Ex. 5. $3x-\frac{1}{4}x^2=10$ . . . . $x=6\pm\sqrt{-4}$.

Ex. 6. To divide the number 20 into two such parts, that their product shall be 105 . . . . $x=10\pm\sqrt{-5}$.

XXIV.

On the Solution of Quadratic Equations of the Form $x^{2n}+px^n=q$.

84. Let $y=x^n$, then (by CASE III. Art. 65.) $y^2=x^{2n}$; and substituting these values for x^{2n} and x^n in the equation $x^{2n}+px^n=q$, it is transformed into $y^2+py=q$, where the value of y may be determined by the foregoing Rules. Having the value of y, the value of x may be found; for $x^n=y$, $\therefore x=\sqrt[n]{y}$. We are thus enabled to solve equations in which the unknown quantity is found only in *two* terms, and where the index of the highest power is *double* the index of the lowest, like common quadratics.

EXAMPLE 1.

Let $x^4-6x^2=27$.

$$\left.\begin{array}{r}\text{If } x^2=y,\\ \text{then } x^4=y^2,\end{array}\right\}\ \therefore y^2-6y=27.$$

By RULE I, $y^2-6y+9=27+9=36$,

and $y-3=6$, or $y=9$.

But since $x^2=y$, $x=\sqrt{y}$; $\therefore x=\sqrt{9}=3$.

Ex. 2. Let $x^6-2x^3=48$.

These equations are often solved by the common Rules, without the formality of substitution; thus,

Complete the square, (RULE I.) $x^6-2x^3+1=48+1=49$.

Extract the root, $x^3-1=7$; $\therefore x^3=8$, and $x=\sqrt[3]{8}=2$.

Ex. 3. Let $2x-7\sqrt{x}=99$.

$$\left.\begin{array}{l}\text{Put } y^2=x\\ \text{then } y=\sqrt{x}\end{array}\right\}\ \therefore 2y^2-7y=99.$$

By RULE II, $16y^2-56y+49=792+49=841$,

and $4y-7=29$,

or $4y=36$, and $y=9$; $\therefore x=y^2=81$.

Ex. 4. To resolve the number a into two such factors, that the sum of their nth powers shall be equal to b.

Let x=one factor,

then $\frac{a}{x}$=the other factor.

Hence $x^n+\frac{a^n}{x^n}=b$, or $x^{2n}+a^n=bx^n$; $\therefore x^{2n}-bx^n=-a^n$.

By Rule II, $4x^{2n}-4bx^n+b^2=b^2-4a^n$,

and $2x^n-b=\pm\sqrt{b^2-4a^n}$, or $2x^n=b\pm\sqrt{b^2-4a^n}$,

and $x^n=\frac{b\pm\sqrt{b^2-4a^n}}{2}$; $\therefore x=\sqrt[n]{\frac{b\pm\sqrt{b^2-4a^n}}{2}}$.

The two values of x are the two factors required.

Ex. 5. $x^4+4x^2=12$ . . . . Answer, $x=\sqrt{2}$.

Ex. 6. $x^6-8x^3=513$ . . . . $x=3$.

Ex. 7. $2x^4-x^2=496$ . . . . $x=4$.

Ex. 8. To resolve the number 18 into two such factors, tha the sum of their cubes shall be 243. (See Ex. 4.) Answ. 6 and 3.

XXV.

On the Solution of Quadratic Equations containing two unknown Quantities.

The solution of equations with *two* unknown quantities, in which one or both these quantities are found in a quadratic form, can only in *particular cases*[a] be effected by means of the preceding Rules. Of these cases the two following are very well known.

Case I.

85. "When one of the equations by which the values of the unknown quantities are to be determined, is a *simple* equation;" in which case the Rule is, "to find a value of one of the unknown

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([a]) The most complete form under which quadratic equations containing two unknown quantities could be expressed, is this,

$$ax^2+by^2+cxy+dx+ey=m$$
$$a'x^2+b'y^2+c'xy+d'x+e'y=m'$$

but the general solution of these equations can only be effected by means of equations of higher dimensions than quadratics.

quantities from that simple equation, and then substitute for it the value so found, in the other equation. The resulting equation will be a quadratic, which may be solved by the ordinary Rules." Thus,

$$\left.\begin{array}{r}\text{Let } ax+by=c\\ a'x^2+b'xy+c'y^2=d\end{array}\right\}\begin{array}{l}\text{be the two equations, in which the values}\\ \text{of } x \text{ and } y \text{ are to be determined.}\end{array}$$

From the first equation, $x=\dfrac{c-by}{a}$.

$$\left.\begin{array}{r}\text{Substitute this for } x \text{ in the}\\ \text{second equation, then}\end{array}\right\}a'\left(\frac{c-by}{a}\right)^2+b'\left(\frac{cy-by^2}{a}\right)+c'y^2=d,$$

$$\text{or } \frac{a'c^2-2a'bcy+a'b^2y^2}{a^2}+\frac{b'cy-bb'y^2}{a}+c'y^2=d,$$

which reduced is

$$(a'b^2-abb'+a^2c')y^2+(ab'c-2a'bc)y=a^2d-a'c^2,$$

a common quadratic equation, from which the value of y may be found.

Example 1.

$$\left.\begin{array}{r}\text{Let } x+2y=7\\ \text{and } x^2+3xy-y^2=23\end{array}\right\}\text{to find the values of } x \text{ and } y.$$

From the first equation, $x=7-2y$; $\therefore x^2=49-28y+4y^2$.

Substitute these values for x and x^2 in the second equation, then

$$49-28y+4y^2+21y-6y^2-y^2=23, \text{ or } 3y^2+7y=49-23=26.$$

By Rule II, $36y^2+84y+49=312+49=361$;

$$\therefore 6y+7=19, \text{ or } 6y=12, \text{ and } y=2;$$

$$\therefore x=7-2y=7-4=3.$$

Ex. 2.

$$\left.\begin{array}{r}\text{Let } \dfrac{2x+y}{3}=9\\ \text{and } 3xy=210\end{array}\right\}\text{to find the values of } x \text{ and } y.$$

From the first equation, $2x+y=27$;

$$\therefore 2x=27-y, \text{ and } x=\frac{27-y}{2}.$$

$$\text{Hence, } 3xy=3\times\frac{27-y}{2}\times y=210,$$

$$\text{or } 3\times(27-y)\times y=420,$$

$$81y-3y^2=420,$$

$$27y-y^2=140,$$
$$\text{or } y^2-27y=-140.$$

By RULE II, $4y^2-108y+729=729-560=169$;

$$\therefore\ 2y-27=\pm 13, \text{ or } y=\frac{27\pm 13}{2}=20 \text{ or } 7,$$

$$\text{and } x=\frac{27-20 \text{ or } 7}{2}=\frac{7 \text{ or } 20}{2}=3\tfrac{1}{2} \text{ or } 10.$$

Ex. 3.

There is a certain number consisting of two digits. The left-hand digit is equal to 3 times the right-hand digit; and if 12 be subtracted from the number itself, the remainder will be equal to the square of the left-hand digit. What is the number?

Let x be the left-hand digit and y the other; } then (by Art. 61) $10x+y$ is the number.

$$\left.\begin{array}{r}\text{Hence, } x=3y\\ \text{and } 10x+y-12=x^2\end{array}\right\}\text{by the question;}$$

$\therefore$ by substitution, $30y+y-12=9y^2$, (for $10x=30y$ and $x^2=9y^2$),

$$9y^2-31y=-12;$$

$$\therefore\ y^2-\frac{31}{9}y=-\frac{12}{9}.$$

By RULE I, $y^2-\frac{31}{9}y+\frac{961}{324}=\frac{961}{324}-\frac{12}{9}=\frac{961-432}{324}=\frac{529}{324}$.

$$\text{Hence } y-\frac{31}{18}=\frac{23}{18}, \text{ or } y=\frac{54}{18}=3,$$

$x=3y=9$; and consequently the number is 93.

Ex. 4. Let $\left.\begin{array}{r}2x-3y=1\\ 2x^2+xy-5y^2=20\end{array}\right\}$ to find the values of x and y.

ANSWER, $x=5$, $y=3$.

Ex. 5. There are two numbers, such, that if the lesser be taken from 3 times the greater, the remainder will be 35; and if 4 times the greater be divided by 3 times the lesser *plus* 1, the quotient will be equal to the lesser number. What are the numbers?

ANSW. 13 and 4.

Ex. 6. What number is that, the sum of whose digits is 15, and if 31 be added to their product, the digits will be inverted?

ANSW. 78.

Case II.

86. When x^2, y^2, or xy, is found in every term of the two equations, they assume the form of

$$ax^2+bxy+cy^2=d$$
$$a'x^2+b'xy+c'y^2=d'$$

and their solution may be effected in the following manner:

Assume $x=vy$, then $x^2=v^2y^2$; substitute these values for x^2 and x in both equations, then we have

$$av^2y^2+bvy^2+cy^2=d, \text{ or } y^2=\frac{d}{av^2+bv+c} \quad (A)$$

$$a'v^2y^2+b'vy^2+c'y^2+d', \text{ or } y^2=\frac{d'}{a'v^2+b'v+c'} \quad (B)$$

$$\text{Hence } \frac{d}{av^2+bv+c}=\frac{d'}{a'v^2+b'v+c'},$$

$$\text{or } (a'd-ad')v^2+(b'd-bd')v=cd'-c'd;$$

which is a quadratic equation, from which the value of v may be determined. Having the value of v, the value of y may be found from either of the equations (A) or (B); and then the value of x, from the equation $x=vy$.

Example 1.

$$\text{Let } \left.\begin{array}{r} 2x^2+3xy+y^2=20 \\ 5x^2+4y^2=41 \end{array}\right\}$$

$$\text{Assume } x=vy, \text{ then } 2v^2y^2+3vy^2+y^2=20, \text{ or } y^2=\frac{20}{2v^2+3v+1},$$

$$\text{and } 5v^2y^2+4y^2=41, \text{ or } y^2=\frac{41}{5v^2+4}.$$

$$\text{Hence } \frac{20}{2v^2+3v+1}=\frac{41}{5v^2+4},$$

$$\text{which reduced is, } 6v^2-41v=-13;$$

$$\therefore v^2-\frac{41v}{6}=-\frac{13}{6}.$$

$$\text{By Rule I, } v^2-\frac{41v}{6}+\frac{1681}{144}=\frac{1369}{144};$$

$$\therefore v-\frac{41}{12}=\frac{\pm 37}{12}; \text{ or } v=\frac{41\pm 37}{12}=\frac{13}{2} \text{ or } \frac{1}{3}.$$

$$\text{Let } v=\frac{1}{3}, \text{ then } y^2=\frac{41}{5v^2+4}=\frac{41}{\frac{5}{9}+4}=\frac{369}{41}=9, \text{ or } y=3,$$

$$x=vy=\frac{1}{3}\times 3=1.$$

Ex. 2.

What two numbers are those, whose sum multiplied by the greater is 77, and whose difference multiplied by the lesser is equal to 12?

Let x=the greater number,
y=the lesser.

$$\text{Then } (x+y)\times x=x^2+xy=77,$$

$$\text{and } (x-y)\times y=xy-y^2=12.$$

$$\text{Assume } x=vy, \text{ then } v^2y^2+vy^2=77, \text{ or } y^2=\frac{77}{v^2+v};$$

$$\text{and } vy^2-y^2=12, \text{ or } y^2=\frac{12}{v-1}.$$

$$\text{Hence, } \frac{12}{v-1}=\frac{77}{v^2+v},$$

$$\text{or } 12v^2+12v=77v-77;$$

$$\text{which gives } v^2-\frac{65}{12}v=-\frac{77}{12},$$

$$\text{and } v^2-\frac{65}{12}v+\frac{4225}{576}=\frac{529}{576};$$

$$\therefore v=\frac{65\pm 23}{24}=\frac{88 \text{ or } 42}{24}=\frac{11}{3} \text{ or } \frac{7}{4}.$$

Either value of v will answer the conditions of the question· but take $v=\frac{7}{4}$; then

$$y^2=\frac{12}{v-1}=\frac{12}{\frac{7}{4}-1}=\frac{48}{7-4}=\frac{48}{3}=16,$$

$$\text{and } y=4; \ \therefore x=vy=\frac{7}{4}\times 4=7.$$

Hence the numbers are 4 and 7.

Ex. 3. Find two numbers, such, that the square of the greater *minus* the square of the lesser may be 56, and the square of the lesser *plus* $\frac{1}{3}$d their product may be 40. ANSWER, 9 and 5.

Ex. 4. There are two numbers, such, that 3 times the square of the greater *plus* twice the square of the lesser is 110, and half their product *plus* the square of the lesser is 4. What are the numbers? ANSW. 6 and 1.[a]

XXVI.

On the Solution of certain Equations, in which the two unknown Quantities (x and y) are similarly involved.

87. Let x and y be any two numbers, of which x is the greater and y the lesser; let $x+y=2s$, $x-y=2z$; then, by Art. 28, $x=s+z$, and $y=s-z$. Now let $x^2+y^2=a$, $x^3+y^3=b$, $x^4+y^4=c$, and $x^5+y^5=d$; then the values of x and y may be found in terms of the known quantities s, a, b, c, d, in the following manner:

I. $x^2=(s+z)^2=s^2+2sz+z^2$,
$y^2=(s-z)^2=s^2-2sz+z^2$;
$\therefore$ by addition, $x^2+y^2\ (a)=2s^2+2z^2$, and $z^2=\dfrac{a-2s^2}{2}$ or $z=\sqrt{\dfrac{a-2s^2}{2}}$.

Hence $x=s+\sqrt{\dfrac{a-2s^2}{2}}$, and $y=s-\sqrt{\dfrac{a-2s^2}{2}}$.

II. $x^3=(s+z)^3=s^3+3s^2z+3sz^2+z^3$,
$y^3=(s-z)^3=s^3-3s^2z+3sz^2-z^3$;
$\therefore\ x^3+y^3\ (b)=2s^3+6sz^2$; and $z^2=\dfrac{b-2s^3}{6s}$, or $z=\sqrt{\dfrac{b-2s^3}{6s}}$

Hence $x=s+\sqrt{\dfrac{b-2s^3}{6s}}$, and $y=s-\sqrt{\dfrac{b-2s^3}{6s}}$.

III. $x^4=(s+z)^4=s^4+4s^3z+6s^2z^2+4sz^3+z^4$,
$y^4=(s-z)^4=s^4-4s^3z+6s^2z^2-4sz^3+z^4$;
$\therefore\ x^4+y^4\ (c)=2s^4+12s^2z^2+2z^4$, is a quadratic equation from which the value of z may be found.

IV. $x^5=(s+z)^5=s^5+5s^4z+10s^3z^2+10s^2z^3+5sz^4+z^5$,
$y^5=(s-z)^5=s^5-5s^4z+10s^3z^2-10s^2z^3+5sz^4-z^5$;
$\therefore\ x^5+y^5\ (d)=2s^5+20s^3z^2+10sz^4$ is a quadratic equation from which the value of z may be found.[b]

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[a] For a great variety of questions relating to quadratic equations which contain two unknown quantities, see BLAND's *Algebraical Problems*, 1812.

[b] In reviewing these operations, it may be observed, that those terms

88. Let $x+y=2s$, and $x-y=2z$, as before, and let $\frac{x}{y}+\frac{y}{x}=a'$; $\frac{x^2}{y}+\frac{y^2}{x}=b'$; $\frac{x^3}{y}+\frac{y^3}{x}=c'$; and $\frac{x^4}{y}+\frac{y^4}{x}=d'$; then, by means of the equations in the preceding Article (87), the values of x and y may be found in terms of the known quantitities, s, a', b', c', d'.

I. $\frac{x}{y}+\frac{y}{x}=a'$; $\therefore\ x^2+y^2=a'xy=a'(s+z)(s-z)=a'(s^2-z^2)$.
But, by CASE I. (87.) $x^2+y^2=2s^2+2z^2$;
Hence $a's^2-a'z^2=2s^2+2z^2$,
and $z^2=\frac{(a'-2)s^2}{a'+2}$, or $z=\sqrt{\frac{(a'-2)s^2}{a'+2}}$;
$\therefore\ x=s+\sqrt{\frac{(a'-2)s^2}{a'+2}}$, and $y=s-\sqrt{\frac{(a-2)s^2}{a'+2}}$

II. $\frac{x^2}{y}+\frac{y^2}{x}=b'$; $\therefore\ x^3+y^3=b'xy=b'(s^2-z^2)$.
By CASE II. (87.) $x^3+y^3=2s^3+6sz^2$;
$\therefore\ b'(s^2-z^2)=2s^3+6sz^2$,
and $z^2=\frac{(b'-2s)s^2}{b'+6s}$, or $z=\sqrt{\frac{(b'-2s)s^2}{b'+6s}}$.
Hence $x=s+\sqrt{\frac{(b'-2s)s^2}{b'+6s}}$, and $y=s-\sqrt{\frac{(b'-2s)s^2}{b'+6s}}$.

III. $\frac{x^3}{y}+\frac{y^3}{x}=c'$; $\therefore\ x^4+y^4=c'xy=c'(s^2-z^2)$.
By CASE III. (87.) $x^4+y^4=2s^4+12s^2z^2+2z^4$;
Hence $c'(s^2-z^2)=2s^4+12s^2z^2+2z^4$, is a quadratic equation, by which the value of z may be found.

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where the index of z is an *odd* number destroy each other in the successive series; hence, if the operations had been continued to x^6+y^6 and x^7+y^7, the resulting equations would have been equations of *six* dimensions in a *cubic* form; if they had been carried on to x^8+y^8 and x^9+y^9, the resulting equations would have been equations of *eight* dimensions in a *biquadratic* form. Hence the Problem of "Given the sum of two numbers, and the sum of their nth powers, to find the numbers themselves," may be solved as far as the 9th power, by means either of *quadratic*, *cubic*, or *biquadratic* equations.

IV. $\frac{x^4}{y}+\frac{y^4}{x}=d'$; $\therefore$ $x^5+y^5=d'xy=d'(s^2-z^2)$.

By CASE IV. (87.) $x^5+y^5=2s^5+20s^3z^2+10sz^4$;
and by equating these two values of x^5+y^5, there arises a quadratic equation by which the value of z may be determined.

89. Let $x+y=s$, and $xy=p$; then the sums of the several powers of x and y may be found in terms of the known quantities p and s, in the following manner.

I. $x^2+2xy+y^2=s^2$;
$\therefore$ $x^2+y^2=s^2-2xy=s^2-2p$.

II. $(x^2+y^2)(x+y)=(s^2-2p)s$,
or $x^3+y^3+xy(x+y)=s^3-2ps$,
i. e. $x^3+y^3+ps=s^3-2ps$;
$\therefore$ $x^3+y^3=s^3-3ps$.

III. $(x^3+y^3)(x+y)=(s^3-3ps)s$,
or $x^4+y^4+xy(x^2+y^2)=s^4-3ps^2$,
i. e. $x^4+y^4+p(s^2-2p)=s^4-3ps^2$;
$\therefore$ $x^4+y^4=s^4-4ps^2+2p^2$.

IV. $(x^4+y^4)(x+y)=(s^4-4ps^2+2p^2)s$,
or $x^5+y^5+xy(x^3+y^3)=s^5-4ps^3+2p^2s$,
i. e. $x^5+y^5+p(s^3-3ps)=s^5-4ps^3+2p^2s$;
$\therefore$ $x^5+y^5=s^5-5ps^3+5p^2s$.

Or, in general, $x^n+y^n=s^n-nps^{n-2}+n\frac{(n-3)}{2}p^2s^{n-4}-$ &c.

EXAMPLE 1.

The sum of two numbers is 6, and the sum of their fifth powers is 1056. What are the numbers?

This Example belongs to CASE IV. Art. 87, where $s=3$, and $d=1056$.

The equation to find the value of z is

$$2s^5+20s^3z^2+10sz^4=d,$$
$$\text{or } 486+540z^2+30z^4=1056.$$
$$\text{Divide by 6, then } 81+90z^2+5z^4=176;$$
$$\therefore z^4+18z^2=19.$$

$$\text{By Rule I, } z^4+18z^2+81=100,$$
$$\text{or } z^2+9=10; \therefore z^2=1, \text{ and } z=1.$$
$$\text{Hence } x=s+z=3+1=4,$$
$$\text{and } y=s-z=3-1=2.$$

Ex. 2. There are two numbers whose sum is 18, and the square of the greater divided by the lesser *plus* the square of the lesser divided by the greater is 27. What are the numbers?

$$\text{In Case II. (88.) } s=9, \text{ and } b'=27;$$
$$\text{hence } z=\sqrt{\frac{(b'-2s)s^2}{b'+6s}}=\sqrt{\frac{9\times 81}{27+54}}=\sqrt{\frac{9\times 81}{81}}=\sqrt{9}=3;$$
$$\therefore x=s+z=9+3=12, \text{ and } y=s-z=9-3=6;$$

and the two numbers are 12 and 6.

Ex. 3. The sum of two numbers is 5 (s), and their product 6 (p); what is the sum of their fourth powers?

By Case III. (Art. 89.)

$$x^4+y^4=s^4-4ps^2+2p^2=625-600+72=25+72=97.$$

CHAPTER VI.

ON RATIOS, PROPORTION, AND VARIATION.

XXVII.

Definitions.

90. By *Ratio* is meant the relation which one quantity bears to another, with respect to magnitude. It is evident that this relation can exist only between quantities of a similar kind; thus, a number must be compared with a number, a line with a line, &c. &c., and it would be absurd to compare a certain number of feet with a certain number of pounds, &c. &c.

91. There are two ways in which the magnitude of quantities may be compared. In the first place, they may be compared with regard to their *difference;* and then the question asked is, "How much one quantity is greater or less than another." The relation

which quantities bear to each other in this respect, is called their *arithmetical* ratio. The other way in which they may be compared, is, by inquiring, "How often one quantity is contained in the other." This relation between quantities is called their *geometrical* ratio. The term *ratio*, when simply applied, is generally understood in the latter sense, and it is in this sense that the word will be made use of in the present chapter.

92. In considering how often one quantity is contained in another, the natural process is to divide the one by the other. Thus, in comparing the number 12 with the numbers 4 and 3, we know that 4 is contained in 12 three times, and that 3 is contained in the same number four times; from which we infer that the ratio of 12 : 3[a] is *greater* than the ratio of 12 : 4, the *magnitude* of a ratio being measured by the number of times one quantity is contained in another. For the same reason, the ratio of 11 : 7 is said to be *less* than the ratio of 11 : 5. When the ratio is thus expressed, the first term of it is called the *antecedent*, the last term the *consequent*, of that ratio.

93. From this mode of estimating the magnitude of a ratio, it appears that when the consequent of a ratio is not an aliquot part of the antecedent, the value of the ratio must be expressed by a fraction whose numerator is the antecedent, and denominator the consequent, of that ratio. Thus, the magnitude of the ratio of 15 : 7 is expressed by the fraction $\frac{15}{7}$, and of the ratio 4 : 13, by the fraction $\frac{4}{13}$. When the antecedent of a ratio is greater than the consequent, it is called a ratio of *greater inequality;* when the antecedent is less than the consequent, a ratio of *lesser inequality;* and if the two terms of a ratio be the same, then it is said to be a ratio of *equality.*

94. The foregoing definitions evidently apply only to those instances, in which the consequent of a ratio is contained a certain number of times in the antecedent, or to those in which the magnitude of the ratio may be expressed by some definite fraction. It

(a) In expressing the ratio of two quantities, the word *to* is generally supplied by two dots; thus, the ratio of *a* to *b* is expressed by $a : b$.

does not, therefore, comprehend such ratios as $\sqrt{2} : 5$; $\sqrt{3} : \sqrt[3]{7}$; $4 : \sqrt[4]{3}$, &c., where the values of the quantities $\sqrt{2}$, $\sqrt{3}$, $\sqrt[3]{7}$, $\sqrt[4]{3}$, &c., can only be expressed in decimal fractions which do not terminate. The ratio which exists between quantities of this latter kind, when the radical quantity is expressed by a decimal fraction, is called their *approximate* ratio.

95. *Proportion* consists in the equality of ratios; thus, since 4 is contained in 12 the same number of times that 6 is in 18, the ratio of $12 : 4$ is said to be equal to the ratio of $18 : 6$, or, in other words, that $12 : 4 :: 18 : 6$.[a] Of the four terms of which every proportion consists, the first and last terms are called the *extremes*, and the second and third the *means*, of that proportion.

96. If there be a set of quantities related together in the following manner, viz. $a : b :: b : c :: c : d :: d : e$, &c., where the consequent of every preceding ratio is the antecedent of the following one, then the quantities a, b, c, d, e, &c., are said to be in *continued* proportion; and if only three quantities be concerned, as in the proportion $a : b :: b : c$, then b is said to be a *mean proportional* between the two extremes a and c.

97. Since the proportion $a : b :: c : d$ expresses the equality of the ratios $a : b$ and $c : d$, and since the magnitude of the ratio $a : b$ is measured by the fraction $\frac{a}{b}$, and that of the ratio $c : d$ by the fraction $\frac{c}{d}$, it follows that $\frac{a}{b}=\frac{c}{d}$, or that "when four quantities are proportional, the quotient of the first divided by the second is equal to the quotient of the third divided by the fourth;" and *vice versâ*, "if there be four quantities, a, b, c, d, such, that $\frac{a}{b}=\frac{c}{d}$, then those four quantities are proportional, or $a : b :: c : d$."

(a) In stating a proportion, the words *is to* and *to* are generally supplied by two dots, and the word *as* by four dots; thus, the proportion a is to b as c to d, is expressed by $a : b :: c : d$.

XXVIII.

On the Comparison and Composition of Ratios.

98. *On the comparison of ratios.*

I. Since the ratio of $a : b$ may be expressed by the fraction $\frac{a}{b}$, let the numerator and denominator of this fraction be multiplied by any quantity m, (m being either integral or fractional,) then $\frac{ma}{mb}=\frac{a}{b}$, and therefore the ratio of $ma : mb$ is the same with the ratio of $a : b$; from which we infer, that "if the terms of a ratio be multiplied or divided by the same quantity, it does not alter the value of the ratio." Hence also it appears, that a ratio is reduced to its lowest terms by dividing its antecedent and consequent by their greatest common measure.

II. "Ratios are compared together by reducing the fractions by which their values are respectively represented, to a common denominator." Thus, the ratio of 8 : 5 is represented by the fraction $\frac{8}{5}$, and the ratio of 9 : 6, by the fraction $\frac{9}{6}$; reduce these fractions to others of the same value, having a common denominator, and they become $\frac{48}{30}$ and $\frac{45}{30}$ respectively; and since $\frac{48}{30}$ is greater than $\frac{45}{30}$, the ration 8 : 5 is greater than the ratio of 9 : 6.

III. "A ratio of greater inequality is diminished, and a ratio of lesser inequality is increased, by adding the same quantity to both its terms." Let $a+b : a$ represent a ratio of greater inequality, and let x be added to each of its terms, and it becomes the ratio of $a+b+x : a+x$. Now the ratio of $a+b : a=\frac{a+b}{a}$, and that of $a+b+x : a+x=\frac{a+b+x}{a+x}$; let these fractions be reduced to others of the same value, having a common denominator, and they become $\frac{a^2+ab+ax+bx}{a(a+x)}$ and $\frac{a^2+ab+ax}{a(a+x)}$, respectively; and since $a^2+ab+ax+bx$ is evidently greater than $a^2+ab+ax$,

the ratio of $a+b:a$ is greater than the ratio of $a+b+x:a+x$; i. e. the ratio of $a+b:a$ has been *diminished* by adding x to each of its terms. Next, let $a-b:a$ represent a ratio of lesser inequality; then, proceeding with the fractions $\frac{a-b}{a}$ and $\frac{a-b+x}{a+x}$ as in the former instance, the resulting fractions are $\frac{a^2-ab+ax-bx}{a(a+x)}$ and $\frac{a^2-ab+ax}{a(a+x)}$; and since $a^2-ab+ax-bx$ is less than $a^2-ab+ax$, the ratio of $a-b:a$ is less than the ratio of $a-b+x:a+x$, and consequently the ratio of $a-b:a$ has been *increased* by adding x to each of its terms. In the same manner it might be shown that "a ratio of greater inequality is increased, and a ratio of lesser inequality is diminished, by subtracting the same quantity from each of its terms."

99. *On the composition of ratios.*

I. Ratios are compounded together by multiplying their antecedents together for a new antecedent, and their consequents together for a new consequent. Thus, if the ratio of $a:b$ be compounded with the ratio of $c:d$, the resulting ratio is that of $ac:bd$; or if the ratios $4:3$, $5:2$, and $7:1$, be compounded together, there results the ratio of $4\times5\times7:3\times2\times1$, or of $140:6$, or (dividing each term by 2) of $70:3$.

II. If the same ratio be compounded with itself once, twice, thrice, &c., the resulting ratios are those of $a^2:b^2$, $a^3:b^3$, $a^4:b^4$, &c. &c. The ratio of $a^2:b^2$ is called the *duplicate* ratio of $a:b$; $a^3:b^3$, the *triplicate;* $a^4:b^4$, the *quadruplicate*, &c. &c.; and as these ratios receive their denominations from the indices of the several powers of a and b, the ratio of $\sqrt{a}:\sqrt{b}$ is called the *subduplicate* ratio of $a:b$; the ratio of $\sqrt[3]{a}:\sqrt[3]{b}$, the *subtriplicate*, &c. &c.

III. "If a set of ratios, whereof the consequent of the preceding ratio is the same with the antecedent of the succeeding one, be compounded together, the resulting ratio is that of the first antecedent to the last consequent." Thus, when the ratios of $a:b$, $b:c$, $c:d$, $d:e$, are compounded together, the resulting ratio is that of $abcd:bcde$, or (dividing by bcd) that of $a:e$, or of the

first antecedent : the *last consequent*; and the same will be the case whatever be the number of ratios.

IV. "A ratio of greater inequality compounded with another ratio, increases it; and a ratio of lesser inequality compounded with another ratio, diminishes it." Thus, let $1+n : 1$ represent a ratio of greater inequality, and let it be compounded with the ratio $a : b$, the resulting ratio is that of $a+na : b$, which is evidently greater than the ratio of $a : b$. On the other hand, let $1-n : 1$ represent a ratio of lesser inequality, and let it be compounded with the ratio of $a : b$, then the resulting ratio is that of $a-na : b$, which is evidently less than the ratio of $a : b$.

EXAMPLES.

Ex. 1. Reduce the ratio of $360 : 315$, and $1595 : 667$, to their lowest terms.

Ex. 2. Reduce the ratio $a^3+2a^2x : a^2$ to its lowest terms.

Ex. 3. Which is the greater, the ratio of $16 : 15$, or that of $17 : 14$?

Ex. 4. Which is the least of the three ratios, $20 : 17$, $22 : 18$, or $25 : 23$? and which is the greatest of the three ratios, $8 : 7$, $6 : 5$, and $10 : 9$?

Ex. 5. Which is the greater, the ratio of $a+2 : \frac{1}{2}a+4$, or that of $a+4 : \frac{1}{2}a+5$? ANSWER, The ratio of $a+4 : \frac{1}{2}a+5$.

Ex. 6. Compound together the ratios of $11 : 3$, $7 : 2$, and $5 : 9$.
ANSW. $385 : 54$.

Ex. 7. Compound together the ratios of $15 : 12$, $6 : 7$, and $9 : 4$; and then reduce the resulting ratio to its lowest terms.
ANSW. $135 : 56$.

Ex. 8. Express in the simplest terms the ratio compounded of $a^2-x^2 : a^2$, $a+x : b$, and $b : a-x$. ANSW. $(a+x)^2 : a^2$.

Ex. 9. If the ratios of $x+y : a$, $x-y : b$, and $b : \dfrac{x^2-y^2}{a}$, be compounded together, show that the resulting ratio is a ratio of equality.

Ex. 10. If the ratios of $3a+2 : 6a+1$, and of $2a+3 : a+2$ be compounded together, is the resulting ratio a ratio of greater or lesser inequality? ANSW. A ratio of greater inequality

Ex. 11. What are the least numbers in the ratio compounded of the three following ratios, viz. the ratio of $7 : 5$, the duplicate ratio of $4 : 9$, and the triplicate ratio of $3 : 2$? Answ. 14 and 15.

Ex. 12. Compound the subduplicate ratio of $x^2 : y^2$ with the quadruplicate ratio of $\sqrt{x} : \sqrt{y}$. Answ. $x^3 : y^3$

XXIX.

On Proportion.

100. The most useful Theorems relating to proportional quantities are the following.

Th. 1. "If four quantities be proportional, the product of the extremes will be equal to the product of the means;" for let $a : b :: c : d$, then, by Art. 97, $\frac{a}{b}=\frac{c}{d}$, $\therefore ad=bc$. Hence also it follows, "that if any three terms of a proportion be known, the fourth may be found;" for, from the equation $ad=bc$, we have $a=\frac{bc}{d}$; $b=\frac{ad}{c}$; $c=\frac{ad}{b}$; and $d=\frac{bc}{a}$.

Th. 2. The converse of the foregoing Theorem is also true; viz. "If the product of any two quantities be equal to the product of two others, those four quantities will constitute a proportion, provided that the terms of one product be made the *means*, and the terms of the other product be made the *extremes*, of such proportion." Thus, if the four quantities a, b, c, d, be such that $ad=bc$, then (dividing by bd) $\frac{a}{b}=\frac{c}{d}$; $\therefore$ by Art. 97, $a : b :: c : d$.

Th. 3. "If three quantities be proportional, the product of the two extremes is equal to the square of the mean;" for, if $a : b :: b : c$, then, by Th. 1, $ac=b^2$. Hence also it follows, that "a mean proportional between any two quantities is equal to the square root of their product;" for let x be a mean proportional between a and c, then $a : x :: x : c$; $\therefore x^2=ac$, and $x=\sqrt{ac}$.

Th. 4. "If four quantities be proportional, they will also be proportional when taken *inversely* or *alternately*;" thus, if $a : b :: c : d$,

then $\frac{a}{b}=\frac{c}{d}$; invert the fractions, then $\frac{b}{a}=\frac{d}{c}$; $\therefore b : a :: d : c$. Again, since $ad=bc$, then (dividing by cd) we have $\frac{ad}{cd}=\frac{bc}{cd}$, or $\frac{a}{c}=\frac{b}{d}$; $\therefore a : c :: b : d$.

TH. 5. "If there be six proportional quantities, and the first be to the second as the third to the fourth; and the third to the fourth as the fifth to the sixth; then will the first be to the second as the fifth to the sixth." For let $a : b :: c : d$, and $c : d :: e : f$; then $\frac{a}{b}=\frac{c}{d}$; and $\frac{c}{d}=\frac{e}{f}$; $\therefore \frac{a}{b}=\frac{e}{f}$, or, by Art. 97, $a : b :: e : f$.

TH. 6. "If four quantities be proportional, then the sum or difference of the first and second will be to the second as the sum or difference of the third and fourth is to the fourth." For let $a : b :: c : d$, then $\frac{a}{b}=\frac{c}{d}$; add 1 to, or subtract it from, each side of the equation, then $\frac{a}{b}\pm 1=\frac{c}{d}\pm 1$; $\therefore \frac{a\pm b}{b}=\frac{c\pm d}{d}$, consequently, by Art. 97, $a\pm b : b :: c\pm d : d$.

TH. 7. "If four quantities be proportional, the first is to the sum or difference of the first and second as the third to the sum or difference of the third and fourth." For by TH. 6, $a\pm b : b :: c\pm d : d$, and alternately $a\pm b : c\pm d :: b : d$; but by TH. 4, $b : d :: a : c$; hence, by TH. 5, $a\pm b : c\pm d :: a : c$, and alternately $a\pm b : a :: c\pm d : c$, $\therefore$ inversely $a : a\pm b :: c : c\pm d$.

TH. 8. "If four quantities be proportional, then the sum of the first and second is to their difference as the sum of the third and fourth is to *their* difference." For by TH. 6, $\frac{a+b}{b}=\frac{c+d}{d}$, and $\frac{a-b}{b}=\frac{c-d}{d}$; invert the last two fractions, then $\frac{b}{a-b}=\frac{d}{c-d}$; hence $\frac{a+b}{b}\times\frac{b}{a-b}=\frac{c+d}{d}\times\frac{d}{c-d}$, or $\frac{a+b}{a-b}=\frac{c+d}{c-d}$; $\therefore$ by Art. 97, $a+b : a-b :: c+d : c-d$.

TH. 9. "If four quantities be proportional, and any equimul-

tiples or equal parts whatever be taken of the first and second, and also of the third and fourth, then will the resulting quantities, taken in the same order, be still proportional." For let $a : b :: c : d$; then, by CASE I, Art. 98, the ratio of $ma : mb$ is the same with the ratio of $a : b$; and for the same reason, the ratio of $nc : nd$ is the same with the ratio of $c : d$; hence (Art. 95.) $ma : mb :: nc : nd$, where m and n may be any quantities whatever, either integral or fractional.

TH. 10. The same theorem is true, "if any equimultiples or equal parts whatever be taken of the first and third, and also of the second and fourth;" for since $\frac{a}{b}=\frac{c}{d}$, multiply each side of the equation by $\frac{m}{n}$, then $\frac{ma}{nb}=\frac{mc}{nd}$; $\therefore$ $ma : nb :: mc : nd$, where m and n may be any quantities whatever, either integral or fractional.

TH. 11. "If four quantities be proportional, any powers or roots of those quantities will also be proportional." For since $\frac{a}{b}=\frac{c}{d}$, we have $\frac{a^n}{b^n}=\frac{c^n}{d^n}$; $\therefore$ $a^n : b^n :: c^n : d^n$, where n may be any number, either integral or fractional.

TH. 12. "If the corresponding terms of two sets of proportionals be multiplied together, or divided by each other, the resulting quantities, taken in order, will still be proportional." Thus, let

$$\left.\begin{array}{c} a : b :: c : d \\ \text{and} \\ e : f :: g : h \end{array}\right\} \left.\begin{array}{l} \text{then } \frac{a}{b}=\frac{c}{d} \\ \\ \text{and } \frac{e}{f}=\frac{g}{h} \end{array}\right\} \text{hence } \frac{ae}{bf}=\frac{cg}{dh}, \text{ or } ae : bf :: cg : dh.$$

Again, by TH. 1, $ad=bc$, and $eh=fg$; $\therefore$ $\frac{ad}{eh}=\frac{bc}{fg}$; hence, by TH. 2, $\frac{a}{e} : \frac{b}{f} :: \frac{c}{g} : \frac{d}{h}$. The same will evidently be true of any number of proportions.

TH. 13. "If there be two rows of proportional quantities, wherein the second and fourth terms of the first row are the same with the first and third terms of the second row, then will the remaining quantities, taken in order, be proportional." Thus,

let $a : b :: c : d$,

and $b : e :: d : f$; then, by Th. 12, $ab : be :: cd : df$,

or (reducing each ratio to its lowest terms) $a : e :: c : f$.

Th. 14. "If there be a set of proportional quantities, $a : b :: c : d :: e : f :: g : h$ &c., then will the first be to the second as the sum of all the antecedents to the sum of all the consequents." For, since $ab = ba$, and (by Th^s. 1 and 5) $ad = bc$, $af = be$, $ah = bg$, &c., we have $ab + ad + af + ah + \&c. = ba + bc + be + bg + \&c.$, or $a(b + d + f + h + \&c.) = b(a + c + e + g + \&c.)$ $\therefore$ (by Th. 2.) $a : b :: a + c + e + g + \&c. : b + d + f + h + \&c.$

Th. 15. "If $a : b :: b : c :: c : d :: d : e$ &c., as in Art. 96, then $a : c :: a^2 : b^2$, or in the duplicate ratio of $a : b$;

$a : d :: a^3 : b^3$, or in the triplicate ratio of $a : b$;

$a : e :: a^4 : b^4$, or in the quadruplicate ratio of $a : b$;"

&c. &c. &c.

For $a : b :: a : b$;

and $b : c :: a : b$;

$\therefore$ by Th. 12, $a : c :: a^2 : b^2$.

Again, $a : c :: a^2 : b^2$,

but $c : d :: a : b$;

$\therefore$ by Th. 12, $a : d :: a^3 : b^3$.

Moreover, $a : d :: a^3 : b^3$,

but $d : e :: a : b$;

$\therefore$ by Th. 12, $a : e :: a^4 : b^4$.

&c. &c. &c.

101. The following examples are intended to illustrate [the] use of the foregoing Theorems.

Example 1.

To divide the number 60 into two such parts, that their product shall be to the sum of their squares :: 2 : 5.

Let x=one part;

then $60 - x$=the other part,

$(60 - x) \times x = 60x - x^2$=the product,

and $x^2 + (60 - x)^2 = 2x^2 + 3600 - 120x$=sum of the squares.

Hence, by the question, $60x - x^2 : 2x^2 + 3600 - 120x :: 2 : 5$;

$\therefore$ by TH. 1, $(60x-x^2)\times 5=(2x^2+3600-120x)\times 2$,
or $300x-5x^2=4x^2+7200-240x$.
By transposition and division, $x^2-60x=-800$;
$\therefore x^2-60x+900=900-800=100$,
and $x-30=\pm 10$;
or $x=30\pm 10=40$ or 20, the parts required.

Ex. 2.

The number 20 is divided into two parts, which are to each other in the duplicate ratio of 3 : 1. Find a mean proportional between those parts.

Let x=greater part,
then $20-x$=lesser part;
$\therefore$ by the question, $x : 20-x :: 3^2 : 1^2 :: 9 : 1$.
Hence, by TH. 1, $x=180-9x$,
or $10x=180$;
$\therefore x=18$=greater part,
and $20-x=20-18=2$=lesser part.

By TH. 3, a mean proportional between 18 and 2 is equal to $\sqrt{18\times 2}=\sqrt{36}=6$, the number required.

Ex. 3.

If $(a+x)^2 : (a-x)^2 :: x+y : x-y$, show that $a : x :: \sqrt{2a-y} : \sqrt{y}$.

By expansion, $a^2+2ax+x^2 : a^2-2ax+x^2 :: x+y : x-y$.
By TH. 8, $2a^2+2x^2 : \quad 4ax \quad :: \quad 2x \quad : 2y$.
Divide by 2, then $a^2+x^2 : \quad 2ax \quad :: \quad x \quad : y$;
$\therefore$ by TH. 1, $(a^2+x^2)\times y=2ax\times x=2a\times x^2$.
Hence, by TH. 2, $a^2+x^2 : x^2 :: \quad 2a \quad : y$.
By TH. 6, $a^2 : x^2 :: \quad 2a-y \quad : y$;
and by TH. 11, (n being $\frac{1}{2}$) $a : x :: \sqrt{2a-y} : \sqrt{y}$.

Ex. 4.

If $x : y$ in the triplicate ratio of $a : b$, and $a : b :: \sqrt[3]{c+x} : \sqrt[3]{d+y}$ show that $dx=cy$.

Since $x : \quad y \quad :: \quad a^3 : b^3$,
and by TH. 11, $a^3 : \quad b^3 \quad :: c+x : d+y$;
$\therefore$ by TH. 5, $x : \quad y \quad :: c+x : d+y$,
or $c+x : d+y :: \quad x \quad : y$,

and by TH. 4, $c+x : x :: d+y : y$;
$\therefore$ by TH. 6, $c : x :: d : y$;
and by TH. 1, $dx=cy$.

Ex. 5.

There are two numbers whose product is 24, and the difference of their cubes : cube of their difference :: 19 : 1. What are the numbers?

Let x=greater number,
and y=lesser number.
Then, by the question, $xy=24$,
and $x^3-y^3 : (x-y)^3 :: 19 : 1$.
By expansion, $x^3-y^3 : x^3-3x^2y+3xy^2-y^3$ or $(x-y)^3 :: 19 : 1$.
By TH. 6, $3x^2y-3xy^2 : (x-y)^3 :: 18 : 1$,
or $3xy\times(x-y) : (x-y)^3 :: 18 : 1$.
Divide by $x-y$, then $3xy : (x-y)^2 :: 18 : 1$;
but $xy=24$; $\therefore 72 : (x-y)^2 :: 18 : 1$.
Hence, by TH. 1, $18\times(x-y)^2=72$,
or $(x-y)^2=4$;
$\therefore x-y=2$.

$$\begin{array}{rrl} \text{Again, } & x^2-2xy+y^2 = & 4, \\ \text{and } & 4xy = & 96. \\ \hline \therefore & x^2+2xy+y^2= & 100, \end{array}$$

$$\left.\begin{array}{l} \text{or } x+y=10, \\ \text{but } x-y=\ 2; \end{array}\right\} \therefore\ x=\frac{12}{2}=6,\quad y=\frac{8}{2}=4.$$

Ex. 6. To divide the number 24 into two such parts, that their product shall be to the sum of their squares :: 3 : 10.

ANSWER, 18 and 6.

Ex. 7. There are two numbers which are to each other as 3 : 2. If 6 be added to the greater, and subtracted from the lesser, the sum will be to the remainder as 3 : 1. What are the numbers?

ANSW. 24 and 16.

Ex. 8. There are two numbers which are to each other in the duplicate ratio of 4 : 3, and 24 is a mean proportional between them. What are the numbers? ANSW. 32 and 18.

Ex 9. If $\frac{a^2-x^2}{b}=4a$; show that $a+x : 2a :: 2b : a-x$.

Ex. 10. If $x^2 : y^2 :: 36 : 25$, and $2x+y : x+2$ in a ratio compounded of the ratios of $17 : 2$ and $2 : 7$, what are the values of x and y? Answ. $x=12$, and $y=10$.

Ex. 11. There are two numbers whose product is 135, and the difference of their squares is to the square of their difference as $4 : 1$. What are the numbers? Answ. 15 and 9.

XXX.

On Variation.

102. If the quantities under consideration be of a *variable* nature, then their relation to each other may be expressed in the following manner.

I. Let A and B be two variable quantities so related to each other, that whilst the value of A is changed to a, the value of B is changed to b; then, if these two quantities A and B always bear the same ratio to each other, i. e. if $A : B :: a : b$ (or, by Th. 4 of Proportion, $A : a :: B : b$) throughout the whole period of their variation, they are said to vary *directly* as each other.

Example. Suppose a body to move uniformly along, at the rate of 3 feet in one second of time; then in the first second it would describe 3 feet, in two seconds 6 feet, in three seconds 9 feet, &c. &c.; hence, whilst the time varies through 1, 2, 3, 4, &c. seconds, the space varies through 3, 6, 9, 12, &c. feet; but the numbers 3, 6, 9, &c. are respectively in the same ratio with the numbers 1, 2, 3, &c. When a body moves uniformly, therefore, "the space varies *directly* as the time."

II. If the relation between A and B be such, that whilst A by increasing is changed to a, and B by decreasing is changed to b, in such manner that $A : a :: \frac{1}{B} : \frac{1}{b}$ (or) $:: b : B$, throughout the whole period of their variation, then A is said to vary *inversely* as B.

Ex. The area of a triangle is equal to half the rectangle contained by its base and perpendicular altitude; if, therefore, the

form of the triangle be changed whilst its area remains the same, it is evident that as its altitude increases its base must decrease. Let A and B represent its altitude and base at any one period of its variation, and a and b its altitude and base at any other period, then $\frac{A\times B}{2}=\frac{a\times b}{2}$, or $A\times B=a\times b$; $\therefore$ (by TH. 2 of Proportion) $A:a::b:B::\frac{1}{B}:\frac{1}{b}$, i. e. "the altitude of a triangle whose area is given varies *inversely* as its base, and *vice versâ*."

III. If there be three variable quantities A, B, C, whose relation to each other is such, that whilst B is changed to b, and C to c, A is changed in the compound ratio of the change of B and C; i. e. if $A:a$ in the ratio compounded of the ratios of $B:b$ and $C:c$, or, (Art. 99, I.) $A:a::BC:bc$, then A is said to vary as B and C *conjointly*.

Ex. Let A represent the area, B the base, and C the perpendicular altitude of a triangle; and when these are changed, let a represent the area, b the base, and c the altitude at any period of their variation; then $A=\frac{BC}{2}$ and $a=\frac{bc}{2}$; $\therefore A:a::\frac{BC}{2}:\frac{bc}{2}::BC:bc$; or "the area of a triangle varies as its base and perpendicular altitude *conjointly*."

IV. If the relation between the three quantities A, B, C be such, that when A is changed to a, B to b, and C to c, $B:b$ in the ratio compounded of the ratios of $A:a$ and $\frac{1}{C}:\frac{1}{c}$, or (Art. 99. I.) $B:b::\frac{A}{C}:\frac{a}{c}$, then B is said to vary *directly* as A, and *inversely* as C.

Ex. Let A, B, C, a, b, c represent the same quantities as in the last example, then since $A=\frac{BC}{2}$, $B=\frac{2A}{C}$; and since $a=\frac{bc}{2}$ $b=\frac{2a}{c}$. Hence $B:b::\frac{2A}{C}:\frac{2a}{c}::\frac{A}{C}:\frac{a}{c}$, i. e. "the base will vary as the area *directly*, and as the perpendicular altitude *inversely*."

108. These several relations of variable quantities are often more briefly expressed by placing the mark $\propto$ between them; thus, $A : a :: B : b$, or A varies as B, is expressed by $A \propto B$.

$A : a :: \frac{1}{B} : \frac{1}{b}$, or A varies inversely as B, by $A \propto \frac{1}{B}$.

$A : b :: BC : bc$, or A varies as B and C conjointly, by $A \propto BC$.

$B : b :: \frac{A}{C} : \frac{a}{c}$, or B varies directly as A and inversely as C, by $B \propto \frac{A}{C}$.

This notation is made use of in the following Theorems.

THEOREM 1. "If one quantity varies as another, it will also vary as any multiple or part of the other, and any power or root of the former will vary as the same power or root of the latter." Thus let $A \propto B$, then $A : a :: B : b$; multiply the terms of the latter ratio by m, then (Art. 98, I.) $A : a :: mB : mb$; $\therefore$ (Art. 102, I.) $A \propto mB$, where m may be any number, either integral or fractional. Again, since $A : a :: B : b$, (by TH. 11 of Proportion) $A^n : a^n :: B^n : b^n$; $\therefore A^n \propto B^n$, where n may be any number whatever, integral or fractional.

TH. 2. "If one quantity varies as another, and each of them be multiplied or divided by any quantity, variable or invariable, then will the products or quotients thus arising, vary as each other." Thus, let $A \propto B$, then $A : a :: B : b$; let m be an invariable quantity, and multiply all the terms of the proportion by it, then $mA : ma :: mB : mb$; $\therefore mA \propto mB$. Let C be a variable quantity, then we have

$$\left.\begin{array}{c} A : a :: B : b \\ \text{and} \\ C : c :: C : c \end{array}\right\} \begin{array}{c} \therefore \text{ by TH. 12} \\ \text{of Proportion,} \end{array} \left\{\begin{array}{c} AC : ac :: BC : bc, \text{ or } AC \propto BC; \\ \text{and} \\ \frac{A}{C} : \frac{a}{c} :: \frac{B}{C} : \frac{b}{c}, \text{ or } \frac{A}{C} \propto \frac{B}{C}. \end{array}\right.$$

COROLLARY 1. Hence it follows, that "if one quantity varies as two others jointly, then either of those quantities varies as the first directly and the other inversely." Thus, let $A \propto BC$, then, dividing each by C, $B \propto \frac{A}{C}$, or as A directly and C inversely; divide by B, then $C \propto \frac{A}{B}$, or as A directly and B inversely.

Cor. 2. "If the product of two quantities be invariable, then those quantities vary inversely as each other." For let $A\times B=m$, then $A=\frac{m}{B}$ which varies as $\frac{1}{B}$, and $B=\frac{m}{A}$ which varies as $\frac{1}{A}$, m being a constant quantity.

Th. 3. "If one quantity varies as a second, and the second as a third, then will the first quantity vary as the third." For let $A\propto B$, then $A:a::B:b$; and let $B\propto C$, then $B:b::C:c$; $\therefore$ by Th. 5 of Proportion, $A:a::C:c$. Hence $A\propto C$.

Th. 4. "If any two quantities vary as a third, then will their sum or difference or the square root of their product vary as the third." Thus, let $A\propto C$ and $B\propto C$, then, by Th. 3, $A\propto B$; $\therefore A:a::B:b$, or $A:B::a:b$; and, by Th. 6 of Proportion, $A\pm B:B::a\pm b:b$, or $A\pm B:a\pm b::B:b$; but since $B\propto C$, $B:b::C:c$. Hence $A\pm B:a\pm b::C:c$, or $A\pm B\propto C$.

Again, since

$$\left.\begin{array}{r}A:a::C:c\\ \text{and } B:b::C:c\end{array}\right\}\begin{array}{l}\text{then, by Th. 12 of Prop}^n\text{., } AB:ab::C^2:c^2,\\ \text{and, by Th. 11 of Prop}^n\text{., } \sqrt{AB}:\sqrt{ab}::C:c.\end{array}$$

Hence $\sqrt{AB}\propto C$.

Th. 5. "If the square of the sum of two quantities varies as the square of their difference, then the sum of their squares varies as their product." For let $(A+B)^2\propto(A-B)^2$, then

$$(A+B)^2:(a+b)^2::(A-B)^2:(a-b)^2,$$
$$\text{or } (A+B)^2:(A-B)^2::(a+b)^2:(a-b)^2.$$

$$\left.\begin{array}{r}\text{By expansion, and by}\\ \text{Th. 8 of Proportion,}\end{array}\right\}2A^2+2B^2:4AB::2a^2+2b^2:4ab,$$
$$\text{or } A^2+B^2:2AB::a^2+b^2:2ab;$$
$$\therefore A^2+B^2:a^2+b^2::2AB:2ab::AB:ab.$$

Hence $A^2+B^2\propto AB$.

Th. 6. "If there be two sets of quantities, A, B, C, D, &c. and P, Q, R, S, &c. which vary as each other respectively, viz. $A\propto P$, $B\propto Q$, &c., then will the products of those quantities vary as each other." For, let a, b, c, &c., p, q, r, &c. be corresponding values of A, B, C, &c., P, Q, R, &c., then

$$\begin{array}{l} \text{since } A \propto P,\ A : a :: P : p \\ \quad .\ .\ .\ B \propto Q,\ B : b :: Q : q \\ \quad .\ .\ .\ C \propto R,\ C : c :: R : r \\ \qquad \&c. \qquad \&c. \end{array}$$

$\therefore$ By Th. 12 of Propⁿ., ABC &c. : abc &c. :: PQR &c. : pqr &c.
Hence ABC &c. $\propto PQR$ &c.

Th. 7. "If any quantity A depends upon a set of quantities P, Q, R, S, in such a manner, that if Q, R, S are constant, $A \propto P$; if P, R, S are constant, $A \propto Q$, &c. &c.; then, if they *all* vary, A will vary as their product."

For let A be changed
to x, by the variation of P to p, the rest being constant,
from x to y . . . . Q to q, ...
from y to z . . . . R to r, ...
from z to a . . . . S to s, ...
then, when all vary, we have $\left.\begin{array}{l} A : x :: P : p \\ x : y :: Q : q \\ y : z :: R : r \\ z : a :: S : s \end{array}\right\}$ Hence, by composition of ratios, $A : a :: PQRS : pqrs$, or $A \propto PQRS$; and the Theorem would evidently be true, whatever be the number of quantities P, Q, R, S, &c.

Th. 8. "If one quantity varies as another, it is equal to that quantity multiplied into some constant quantity; and the value of this constant quantity will be known, if the actual relation between the two variable quantities at some given period of their increase or decrease be known." For let $A \propto B$, then $A : a :: B : b$, or $A : B :: a : b$, i. e. the ratio of $A : B$ is always the same through the whole period of their variation; let this ratio be that of $m : 1$, then $A : B :: m : 1$, and $A = mB$, or $m = \frac{A}{B}$. If, therefore, the corresponding values of A and B at any period of their variation be known, the value of m will be known.

Ex. The space described by a body descending perpendicularly, near the surface of the earth, varies as the square of the time; let the space $= S$, the corresponding time $= T$, then, by this Theorem, $S = mT^2$; now it is known by experiment, that a body falls

through a space of about 16 feet in the first second of its fall; hence, when $S=16$, $T=1$; $\therefore m=16$, and the general relation between the space and time of a body thus falling is $S=16T^2$.

COR. Since $\frac{A}{B}=m$, it follows "that if one quantity varies as another, the fraction arising from the division of one quantity by the other, is a constant quantity."

CHAPTER VII.

ON ARITHMETICAL AND GEOMETRICAL PROGRESSION.

XXXI.

Definitions.

104. If a series of quantities increase or decrease by the continual addition or subtraction of the same quantity, then those quantities are said to be in *arithmetical progression*. Thus, the numbers 1, 2, 3, 4, 5, 6, &c. (which increase by the addition of 1 to each successive term,) and the numbers 21, 19, 17, 15, 13, 11, &c. (which decrease by the subtraction of 2 from each successive term,) are in arithmetical progression.

105. In general, if a represents the first term of any arithmetical progression, and b the common difference, then may the series itself be expressed by a, $a+b$, $a+2b$, $a+3b$, $a+4b$, &c., which will evidently be an increasing or a decreasing one, according as b is positive or negative. In the foregoing series, the coefficient of b in the second term is 1; in the third term, 2; in the fourth, 3, &c.; i. e. the coefficient of b in any term is always less by unity than the number which denotes the place of that term in the series. Hence, if the number of terms in the series be denoted by n, the nth or last term in the progression will be $a+(n-1)b$.

106. If a series of quantities increase or decrease by continual multiplication or division by the same quantity, then those quan-

tities are said to be in *geometrical progression*. Thus, the numbers 1, 2, 4, 8, 16, &c. which increase by continual multiplication by 2,) and the numbers 1, $\frac{1}{3}$, $\frac{1}{9}$, $\frac{1}{27}$, &c. (which decrease by continual division by 3, or multiplication by $\frac{1}{3}$,) are in geometrical progression.

107. In general, if a represents the first term of such a series and r the common multiple or ratio, then may the series itself be represented by a, ar, ar^2, ar^3, ar^4, &c., which will evidently be an increasing or a decreasing series, according as r is a whole number or a proper fraction. In the foregoing series, the index of r in any term is less by unity than the number which denotes the place of that term in the series. Hence, if the number of terms in the series be denoted by n, the last term will be ar^{n-1}.

XXXII.

On Arithmetical Progression.

108. Let S be the sum of the series a, $a+b$, $a+2b$, $a+3b$, &c., then

$$\begin{array}{l}
[a]+[a+b]+[a+2b]\ \&c.\ldots+[a+(n-2)b]+[a+(n-1)b]=S \\
[a+(n-1)b]+[a+(n-2)b]+[a+(n-3)b]\&c.\ldots+[a+b]+[a]=S
\end{array}$$

where the lower series is the same as the upper one, except that the order of the terms is inverted.

Add the two series together, and we have

$$[2a+(n-1)b]+[2a+(n-1)b]+[2a+(n-1)b]+\&c.\text{ to } n \text{ terms}=2S,$$

$$\text{or } [2a+(n-1)b]n=2S;$$

$$\therefore S=[2a+(n-1)b]\frac{n}{2}.\text{(a)}$$

(a) Since the sum of any two terms $=[a+a+(n-1)b]=$ sum of the first and last terms, and since $S=[2a+(n-1)b]\frac{n}{2}$, it appears that the sum of the series is equal to the sum of the first and last terms, (or of any two terms equally distant from the first and last,) multiplied into half the number of terms.

109. From the equation $[2a+(n-1)b]n=2S$, it appears, that if any three of the four quantities a, b, n, S are given, the fourth may be found. For we have

I. By Art. 108, $S=[2a+(n-1)b]\frac{n}{2}$.

II. By actual multiplication, $2an+bn^2-bn=2S$,

$$\text{or } 2an=2S-bn^2+bn;$$

$$\therefore a=\frac{2S-bn^2+bn}{2n}.$$

III. Again, $bn^2-bn=2S-2an$,

$$\text{or } (n^2-n)b=2S-2an;$$

$$\therefore b=\frac{2S-2an}{n^2-n}.$$

IV. To find n, we have, by transposition, $bn^2+2an-bn=2S$,

$$\text{or } bn^2+(2a-b)n=2S,$$

$$\therefore n^2+\frac{2a-b}{b}\times n=\frac{2S}{b}.$$

Solve this quadratic equation, and it gives the value of n.

EXAMPLE 1.

Find the sum of the series 1, 3, 5, 7, 9, 11, &c., continued to 120 terms.

Here $a=1$, $b=2$, $n=120$.

$$S=[2a+(n-1)b]\frac{n}{2}.$$

$$\therefore [2\times1+(120-1)2]\frac{120}{2}=(2+119\times2)60=240\times60=14400.$$

Ex. 2.

Find the sum of the series 15, 11, 7, 3, -1, -5, &c. to 20 terms.

Here $a=15$, $b=-4$, $n=20$.

$$S=[2a+(n-1)b]\frac{n}{2}.$$

$$\therefore [2\times15+(20-1)\times-4]\frac{20}{2}=(30-19\times4)10=(30-76)10$$

$$=-46\times10=-460.$$

Ex. 3.

Find the sum of 150 terms of the series $\frac{1}{3}, \frac{2}{3}, 1, \frac{4}{3}, \frac{5}{3}, 2, \frac{7}{3}$, &c.

Here $a=\frac{1}{3}$, $b=\frac{1}{3}$, $n=150$.

$$S=[2a+(n-1)b]\frac{n}{2}.$$

$$\therefore \left[2\times\frac{1}{3}+(150-1)\frac{1}{3}\right]\frac{150}{2}=\left(\frac{2}{3}+\frac{149}{3}\right)75=\frac{151}{3}\times 75=3775.$$

Ex. 4.

The sum of an arithmetical series is 1240, the common difference -4, and the number of terms 20. What is the first term?

Here $S=1240$, $b=-4$, $n=20$.

$$a=\frac{2S-bn^2+bn}{2n}.$$

$$\therefore \frac{2480+1600-80}{40}=\frac{4000}{40}=100.$$

Hence the series is 100, 96, 92, 88, &c.

Ex. 5.

The sum of an arithmetic series is 1455, the first term 5, and the number of terms 30. What is the common difference?

Here $S=1455$, $a=5$, $n=30$.

$$b=\frac{2S-2an}{n^2-n}.$$

$$\therefore \frac{2910-300}{900-30}=\frac{2610}{870}=3.$$

Hence the series is 5, 8, 11, 14, &c.

Ex. 6.

The sum of an arithmetic series is 567, the first term 7, and the common difference 2. What is the number of terms?

Here $S=567$, $a=7$, $b=2$.

$$n^2+\frac{2a-b}{b}\times n=\frac{2S}{b}.$$

$$\therefore n^2+6n=567,$$

$$\text{and } n^2+6n+9=567+9=576,$$

$$\text{and } n+3=24 \text{ or } n=21.$$

Ex. 7.

How much ground does a person pass over in gathering 200 stones placed in a straight line, at intervals of 2 feet from each other; supposing that he brings each stone singly to a basket standing at the distance of 20 yards from the first stone, and that he starts from the spot where the basket stands?

It is evident that the space passed over by this person will be twice the sum of an arithmetic series whose first term is 20 yards, (i. e. 60 feet,) common difference 2 feet, and number of terms 200.

Here $a=60$, $b=2$, $n=200$.

$$S=[2a+(n-1)b]\frac{n}{2}.$$

$$\therefore (120+398)100=518\times100=51800 \text{ feet.}$$

Hence the distance required=103600 feet=19 miles, 4 furlongs, 640 feet.

Ex. 8.

A traveller bound to a place at the distance of 198 miles, goes 30 miles the first day, 28 the second, 26 the third, and so on. In how many days will he arrive at his journey's end?

Here are given $a=30$, $b=-2$, $S=198$, to find the number of terms.

$$n^2+\frac{2a-b}{b}\times n=\frac{2S}{b}.$$

$$\therefore n^2-31n=-\frac{2\times198}{2}=-198,$$

$$\text{and } n^2-31n+\frac{961}{4}=-198+\frac{961}{4}=\frac{169}{4}.$$

$$\text{Hence } n-\frac{31}{2}=\pm\frac{13}{2}, \text{ and } n=\frac{31\pm13}{2}=22 \text{ or } 9.$$

To explain the apparent difficulty arising from the two positive values of n, which give us two different periods of the traveller's arrival at his journey's end, we must observe, that if the proposed series, 30, 28, 26, &c. be carried to 22 terms, the 16th term will be nothing, and the remaining 6 terms will be negative; by which is indicated the rest of the traveller on the 16th day, and his return *in the opposite direction* during the 6 days following; and this will bring him again, at the end of the 22d day, to the same point

at which he was at the end of the 9th, viz. 198 miles from the place whence he set out.

Ex. 9.

There are a certain number of quantities in arithmetical progression, whose common difference is 2, and whose sum is equal to 8 times their number; moreover, if 13 be added to the second term, and this sum be divided by the number of terms, the quotient will be equal to the first term. What are the numbers?

Let the first term $=x$ then the second term will be $x+2$, and the number of terms $=y$ and the last term, $x+(y-1)2$.

In the expression $[2a+(n-1)b]\frac{n}{2}$, substitute x for a, 2 for b and y for n, and it becomes $[2x+(y-1)2]\frac{y}{2}$, $(=xy+y^2-y,)$ for the sum of the series.

$$\text{By the question, } xy+y^2-y=8y, \text{ or } y=9-x,$$

$$\text{and } \frac{x+2+13}{y}=x.$$

$$\text{Hence, } \frac{x+2+13}{9-x}=x, \text{ or } x^2-8x=-15;$$

$$\therefore x^2-8x+16=16-15=1,$$

$$\text{and } x-4=\pm 1; \therefore x=5 \text{ or } 3,$$

$$y=9-x=4 \text{ or } 6.$$

From which it appears that there are two sets of numbers which will answer the conditions required; viz. 5, 7, 9, 11, or 3, 5, 7, 9, 11, 13.

Ex. 10. Find the sum of 25 terms of the series 2, 5, 8, 11, 14, &c.
ANSWER, 950.

Ex. 11. Find the sum of 36 terms of the series 40, 38, 36, 34, &c.
ANSW. 180.

Ex. 12. Find the sum of 32 terms of the series 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3, &c.
ANSW. 280.

Ex. 13. The sum of an arithmetic series is 950, the common difference 3, and the number of terms 25. What is the first term?
ANSW. 2.

Ex. 14. The sum of an arithmetic series is 165, the first term 3, and the number of terms 10. What is the common difference?

Answ. 3.

Ex. 15. The sum of an arithmetic series is 440, the first term 3, and the common difference 2. What is the number of terms?

Answ. 20.

Ex. 16. The sum of an arithmetic series is 54, the first term 14, and the common difference —2. What is the number of terms?

Answ. 9, or 6

Ex. 17. A person bought 47 sheep, and gave 1 shilling for the first sheep, 3 for the second, 5 for the third, and so on. What did all the sheep cost him?

Answ. 110*l.* 9*s.*

Ex. 18. A person began the year by giving away a farthing the first day, a halfpenny the second, three farthings the third, and so on. What money had he disposed of in charity at the end of the year?

Answ. 69*l.* 11*s.* 6$\frac{3}{4}$*d.*

Ex. 19. A travels uniformly at the rate of 6 miles an hour, and sets off upon his journey 3 hours and 20 minutes before B; B follows him at the rate of 5 miles the first hour, 6 the second, 7 the third, and so on. In how many hours will B overtake A?

Answ. In 8 hours.

Ex. 20. There are a certain number of quantities in arithmetical progression, whose first term is 2, and whose sum is equal to 8 times their number: if 7 be added to the third term, and that sum be divided by the number of terms, the quotient will be equal to the common difference. What are the numbers?

Answ. 2, 5, 8, 11, 14.

XXXIII.

On Geometrical Progression.

110. Let S be the sum of the series a, ar, ar^2, ar^3, &c., (Art. 107,) then

$$a+ar+ar^2+ar^3+\&c.\ldots ar^{n-2}+ar^{n-1} \qquad =S.$$

Multiply the equation by r, and it becomes

$$ar+ar^2+ar^3+\&c.\ldots ar^{n-2}+ar^{n-1}+ar^n=rS.$$

Subtract the upper equation from the lower, and we have

$$ar^n-a=rS-S, \text{ or } (r-1)S=ar^n-a;$$

$$\text{and therefore } S=\frac{ar^n-a}{r-1}.$$

If r is a proper fraction, then r and its powers are less than 1. For the convenience of calculation, therefore, it is better in this case to transform the equation into $S=\frac{a-ar^n}{1-r}$, by multiplying the numerator and denominator of the fraction $\frac{ar^n-a}{r-1}$ by -1.

111. If l be the last term of a series of this kind, then $l=ar^{n-1}$. $\therefore rl=ar^n$; hence $S=\left(\frac{ar^n-a}{r-1}\right)=\frac{rl-a}{r-1}$. From this equation, therefore, if any three of the four quantities S, a, r, l, be given, the fourth may be found. For $S=\frac{rl-a}{r-1}$; $a=rl-(r-1)S$, $r=\frac{S-a}{S-l}$, and $l=\frac{(r-1)S+a}{r}$. The value of n cannot be found from the equation $S=\frac{ar^n-a}{r-1}$ except by means of logarithms, as will be shown in a future chapter.

EXAMPLE 1.

Find the sum of the series 1, 3, 9, 27, &c. to 12 terms.

Here $a=1$, $r=3$, $n=12$.

$$S=\frac{ar^n-a}{r-1}=\frac{1\times3^{12}-1}{3-1}=\frac{81^3-1}{2}=\frac{531441-1}{2}=\frac{531440}{2}=265720.$$

Ex. 2.

Find the sum of ten terms of the series $1+\frac{2}{3}+\frac{4}{9}+\frac{8}{27}+$ &c.

Here $a=1$, $r=\frac{2}{3}$, $n=10$.

$$S=\frac{a-ar^n}{1-r}=\frac{1-\left(\frac{2}{3}\right)^{10}}{1-\frac{2}{3}}=\frac{\left[1-\left(\frac{2}{3}\right)^{10}\right]3}{3-2}=\left[1-\left(\frac{2}{3}\right)^{10}\right]3.$$

$$\text{Now } \left(\frac{2}{3}\right)^{10}=\frac{2^{10}}{3^{10}}=\frac{1024}{59049};$$

$$\therefore 1-\left(\frac{2}{3}\right)^{10}=1-\frac{1024}{59049}=\frac{58025}{59049},$$

$$\text{and } S=\frac{3\times 58025}{59049}=\frac{174075}{59049}.$$

Ex. 3. Find the sum of 1, 2, 4, 8, 16, &c. to 14 terms.

ANSWER, 16383.

Ex. 4. Find the sum of 1, $\frac{1}{3}$, $\frac{1}{9}$, $\frac{1}{27}$, &c. to 8 terms.

ANSW. $\frac{3280}{2187}$.

XXXIV.

On the Method of finding any number of Arithmetic or Geometric Means between two Numbers.

112. Let l be the last term of an arithmetic series, whose first term is a, common difference b, and number of terms n; then $l=a+(n-1)b$; $\therefore (n-1)b=l-a$, or $b=\frac{l-a}{n-1}$. Now the number of intermediate terms between the first and the last is $n-2$; let $n-2=m$, then $n-1=m+1$. Hence $b=\frac{l-a}{m+1}$, which gives the following Rule for finding any number of arithmetic means between two numbers. "Divide the difference of the two numbers by the given number of means increased by unity, and the quotient will be the common difference." Having the common difference, the means themselves will be known.

113. Let l be the last term of a geometric series, then $l=ar^{n-1}$, and $r^{n-1}=\frac{l}{a}$; $\therefore r=\sqrt[n-1]{\frac{l}{a}}$. The number of intermediate terms, as before, is $n-2$; let $n-2=m$, then $n-1=m+1$, and $r=\sqrt[m+1]{\frac{l}{a}}$, which gives the following Rule for finding any number of geometric means between two numbers, viz. "Divide one number by

the other, and take that root of the quotient which is denoted by $m+1$; the result will be the common ratio." Having the common ratio, the means are found by common multiplication.

EXAMPLE 1.

Find six arithmetic means between 1 and 43.

Here $l=43$, $a=1$, $m=6$.

$$b=\frac{l-a}{m+1}=\frac{43-1}{6+1}=\frac{42}{7}=6.$$

By adding this common difference continually to the lesser number, 1, we have 7, 13, 19, 25, 31, 37, for the six means required.

Ex. 2.

Find three geometric means between 2 and 32.

Here $a=2$, $l=32$, $m=3$.

$$r=\sqrt[m+1]{\frac{l}{a}}=\sqrt[4]{\frac{32}{2}}=\sqrt[4]{16}=2;$$

and the means required are 4, 8, 16.

Ex. 3.

Find two geometric means between $\frac{16}{27}$ and 2.

Here $a=\frac{16}{27}$, $l=2$, $m=2$.

$$r=\sqrt[m+1]{\frac{l}{a}}=\sqrt[3]{2\times\frac{27}{16}}=\sqrt[3]{\frac{27}{8}}=\frac{3}{2}.$$

$\therefore$ the two means are $\frac{8}{9}$ and $\frac{4}{3}$.

Ex. 4. Find seven arithmetic means between 3 and 59.

ANSWER, 10, 17, 24, 31, 38, 45, 52.

Ex. 5. Find eight arithmetic means between 4 and 67.

Ex. 6. Find nine arithmetic means between 9 and 109.

Ex. 7. Find two geometric means between 4 and 256.

ANSW. 16 and 64.

Ex 8. Find three geometric means between $\frac{1}{9}$ and 9.

ANSW. $\frac{1}{3}$, 1, 3.

114. Let a, $a+b$, $a+2b$, be three quantities in arithmetic progression, then the sum of the first and last$=2a+2b=2(a+b)$; $\therefore$ $a+b=$half the sum of the first and last: hence "an arithmetic mean between any two quantities is found by taking half their sum." Again, let a, ar, ar^2, be any three quantities in geometric progression, then the product of the first and last$=a^2r^2=$the square of the mean term, from which it appears that "a geometric mean between any two quantities is found by taking the square root of their product."[a] Hence also it appears, that an arithmetic mean between any two numbers is greater than a geometric mean; for let the two numbers be $a+x$ and $a-x$, then the arithmetic mean is a and the geometric is $\sqrt{a^2-x^2}$, which is evidently less than a.

XXXV.

On the Solution of Equations relating to Numbers in Arithmetic and Geometric Progression.

115. As the several terms of any arithmetic or geometric series may be expressed by means of two unknown quantities, it is not difficult to find the value of quantities of this kind, which shall bear such relations to each other as may be determined by two equations; of which the following are examples.

EXAMPLE 1.

Find four numbers in arithmetic progression, such, that their sum shall be 56, and the sum of their squares 864.

Let $x=$the second of these four numbers,

and $y=$their common difference.

Then the four numbers may be represented by $x-y$, x, $x+y$, $x+2y$.

(a) It may be proper here to observe, that quantities which are in geometric progression are also in continued proportion; for $a : ar :: ar : ar^2 :: ar^2 : ar^3 ::$ &c. The differences of quantities in geometric progression are also in continued proportion; for the successive differences of the terms of the series a, ar, ar^2, ar^3, ar^4, &c. are $ar-a$, ar^2-ar, ar^3-ar^2, &c. or $ar-a$, $(ar-a)r$, $(ar-a)r^2$, &c. which is a geometric series whose first term is $ar-a$, and common ratio r.

Hence, by the question, $(x-y)+x+(x+y)+(x+2y)=4x+2y=56$,
and $(x-y)^2+x^2+(x+y)^2+(x+2y)^2=4x^2+4xy+6y^2=864$.

From first equation, $2x+y=28$.

Square this equation, then $4x^2+4xy+\ y^2=784\ (A)$

but $4x^2+4xy+6y^2=864\ (B)$

Subtract (A) from (B), and we have $5y^2=\ 80$,

or $y^2=16$, and $y=4$;

$$\therefore\ x=\frac{28-y}{2}=\frac{24}{2}=12.$$

Hence 8, 12, 16, 20 are the four numbers required.

Ex. 2.

The sum of three numbers in arithmetic progression is 9, and the sum of their cubes is 153. What are the numbers?

Let $x-y$, x, $x+y$, be the numbers.

Then $(x-y)+x+(x+y)=3x=9$,

and $(x-y)^3+x^3+(x+y)^3=3x^3+6xy^2=153$.

From first equation, $x=\frac{9}{3}=3$;

$\therefore$ by substitution, in second equation, $81+18y^2=153$,

or $18y^2=153-81=72$;

$$\therefore\ y^2=\frac{72}{18}=4, \text{ and } y=2.$$

Hence the numbers are 1, 3, 5.

Ex. 3.

Find three numbers in geometric progression, such, that their sum shall be equal to 7, and the sum of their squares to 21.

Let x, y, z, be the numbers.

Then, by the question, $x+y+z=7$, first equation,
and $x^2+y^2+z^2=21$, second equation.

By Note (^{a}) Art. 114, $x:y::y:z$; $\therefore\ y^2=xz$.

From first equation, $x+z=7-y$.

Square this equation, and $x^2+2xz+z^2=49-14y+y^2\ (A)$

but $2xz \quad = \quad 2y^2\ (B)$

Subtract (B) from (A), then $x^2+z^2=49-14y-y^2$.

But, from second equation, $x^2+z^2=21-y^2$.

$$\text{Hence } 49-14y-y^2=21-y^2,$$
$$\text{or } 49-14y=21;$$
$$\therefore 14y=49-21=28.$$
$$\therefore y=\frac{28}{14}=2.$$

$$\text{Again, since } x+z=7-y=7-2=5,$$
$$\text{we have } x^2+2xz+z^2=25;$$
$$\text{but } \quad 4xz \quad =16, \text{ (for } xz=y^2)$$
$$\therefore \text{ by subtraction, } x^2-2xz+z^2=25-16=9,$$
$$\text{and } x-z=3.$$

$$\text{Hence, } \left.\begin{array}{r} x+z=5 \\ x-z=3 \end{array}\right\} \therefore \begin{array}{l} 2x=8, \text{ or } x=4, \\ 2z=2, \text{ or } z=1, \end{array}$$

and the three numbers are 1, 2, 4.

Ex. 4.

The sum of four numbers in geometric progression is 30, and the last term divided by the sum of the mean terms is $\frac{4}{3}$. What are the numbers?

$$\left.\begin{array}{l} \text{Let } x=\text{first term,} \\ \quad y=\text{the common ratio;} \end{array}\right\} \begin{array}{l} \text{then the numbers themselves will be} \\ \qquad x,\ xy,\ xy^2,\ xy^3. \end{array}$$

$$\left.\begin{array}{r} \text{Hence, by the question, } x+xy+xy^2+xy^3=30, \text{ first equation,} \\ \text{and } \dfrac{xy^3}{xy+xy^2}=\dfrac{4}{3}, \text{ second equation.} \end{array}\right\}$$

$$\text{From first equation, } x\times(1+y+y^2+y^3=30, \text{ or } x=\frac{30}{1+y+y^2+y^3} \ (A)$$

$$\text{From second equation, } \frac{xy\times y^2}{xy\times(1+y)}=\frac{4}{3}, \text{ or } \frac{y^2}{1+y}=\frac{4}{3} (B)$$

$$\text{By reduction of equation } (B),\ 3y^2=4+4y, \text{ or } y^2-\frac{4}{3}y=\frac{4}{3};$$

$$\therefore y^2-\frac{4}{3}y+\frac{4}{9}=\frac{4}{3}+\frac{4}{9}=\frac{16}{9},$$

$$\text{and } y-\frac{2}{3}=\frac{4}{3}; \text{ or } y=\frac{6}{3}=2.$$

$$\text{Hence, from equation } (A),\ x=\frac{30}{1+2+4+8}=\frac{30}{15}=2.$$

The four numbers are, therefore, 2, 4, 8, 16.

Ex. 5.

There are three numbers in geometric progression, whose product is 64, and sum of their cubes 584. What are the numbers?

Let the numbers be x, xy, xy^2.

Then, by the question, $x \times xy \times xy^2$, or $x^3y^3=64$, first equation,
and $x^3+x^3y^3+x^3y^6=584$, second equation.

$$\text{From first equation, } y^3=\frac{64}{x^3}\text{, and } y^6=\frac{4096}{x^6}.$$

$$\text{By substitution, in second equation, } x^3+64+\frac{4096}{x^3}=584.$$

$$\text{Hence, } x^6+64x^3+4096=584x^3,$$
$$\text{or } x^6-520x^3=-4096.$$

Solve this equation by the Rule in Art. 84, and $x^3=8$; or $x=2$.

$$\text{Now } y^3=\frac{64}{x^3}=\frac{64}{8}=8\text{; } \therefore y=2.$$

And the three numbers are 2, 4, 8.

Ex. 6. The sum of three numbers in arithmetic progression is 15, and the sum of the squares of the two extremes is 58. What are the numbers? Answer, 3, 5, 7.

Ex. 7. There are four numbers in arithmetic progression: the sum of the two extremes is 8, and the product of the means is 15. What are the numbers? Answ. 1, 3, 5, 7.

Ex. 8. There are four numbers in arithmetic progression: the sum of the squares of the two means is 2, and the sum of the squares of the two extremes is 18. What are the numbers?
Answ. —3, —1, 1, 3.

Ex. 9. There are three numbers in geometric progression, whose sum is 21, and sum of their squares 189. What are the numbers? Answ. 3, 6, 12.

Ex. 10. There are three numbers in geometric progression: the sum of the first and last is 52, and the square of the mean is 100. What are the numbers? Answ. 2, 10, 50.

Ex. 11. There are three numbers in geometric progression, whose sum is 31, and the sum of the first and last is 26. What are the numbers? Answ. 1, 5, 25.[a]

XXXVI.

On the Summation of an Infinite Series of Fractions in Geometric Progression, and on the Method of finding the Value of Circulating Decimals.

116. The general expression for the sum of a geometric series whose common ratio (r) is a fraction, is (Art. 110) $S=\dfrac{a-ar^n}{1-r}$. Suppose now n to increase indefinitely, then r^n (r being a proper fraction) will decrease indefinitely;[b] therefore ar^n will decrease indefinitely with respect to a, or a will be the limit of $a-ar^n$, and $\dfrac{a}{1-r}$ the limit of $\dfrac{a-ar^n}{1-r}$, or S; and consequently $\dfrac{a}{1-r}$ will express the value of the series when the number of its terms is supposed to be indefinitely increased, or, as it is commonly called, the *sum of the series ad infinitum.*

EXAMPLE 1.

Find the sum of the series $1+\frac{1}{2}+\frac{1}{4}+\frac{1}{8}+$ &c. *ad infinitum.*

$$\left.\begin{array}{l}\text{Here } a=1, \\ r=\frac{1}{2}.\end{array}\right\} \qquad S=\frac{a}{1-r}=\frac{1}{1-\frac{1}{2}}=\frac{2}{2-1}=2.$$

Ex. 2.

Find the value of $\frac{1}{5}+\frac{1}{25}+\frac{1}{125}+$ &c. *ad infinitum.*

(a) Some curious Theorems relating to numbers in geometrical progression will be found in *Elémens d'Algébre*, par l'HUILIER, Vol. II. pp. 177 . . . 208, Ed. 1812. A great variety of questions, both in Arithmetical and Geometrical Progression, will also be found in BLAND's *Algebraical Problems.*

(b) Let $r=\frac{1}{10}$, for instance; then $r^2=\frac{1}{100}$, $r^3=\frac{1}{1000}$, $r^4=\frac{1}{10000}$, &c; from which it is evident, that if there be no limit to the increase of the index n, there will be none to the decrease of the fraction r^n.

Here $\left.\begin{aligned} a&=\frac{1}{5}, \\ r&=\frac{1}{5}. \end{aligned}\right\}$ $\qquad S=\dfrac{\frac{1}{5}}{1-\frac{1}{5}}=\dfrac{1}{5-1}=\dfrac{1}{4}.$

Ex. 3.

Find the value of $\frac{3}{4}+\frac{1}{2}+\frac{1}{3}+\frac{2}{9}+\frac{4}{27}+$ &c. *ad infinitum.*

Here $\left.\begin{aligned} a&=\frac{3}{4}, \\ r&=\frac{2}{3}. \end{aligned}\right\}$ $\qquad S=\dfrac{\frac{3}{4}}{1-\frac{2}{3}}=\dfrac{3}{4-\frac{8}{3}}=\dfrac{9}{12-8}=\dfrac{9}{4}.$

Ex. 4. Find the value of $1+\frac{1}{3}+\frac{1}{9}+\frac{1}{27}+$ &c. *ad infinitum.*

Answ. $\frac{3}{2}$.

Ex. 5. Find the value of $1+\frac{3}{4}+\frac{9}{16}+\frac{9}{27}+$ &c. *ad infinitum.*

Answ 4.

Ex. 6. Find the value of $\frac{2}{5}+\frac{4}{25}+\frac{8}{125}+$ &c. *ad infinitum.*

Answ. $\frac{2}{3}$.

Ex. 7. Find the value of $\frac{5}{3}+1+\frac{3}{5}+\frac{9}{25}+$ &c. *ad infinitum.*

Answ. $4\frac{1}{6}$.

117. These operations furnish us with an expeditious method of finding the value of circulating decimals, the numbers composing which are geometric series, whose common ratios are $\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{1000}$, &c. according to the number of factors contained in the repeating decimal.

Example 1.

Find the value of the circulating decimal .33333 &c.

This decimal is represented by the geometric series $\frac{3}{10}+\frac{3}{100}+\frac{3}{1000}+$ &c., whose first term is $\frac{3}{10}$, and common ratio $\frac{1}{10}$.

Hence, $\left.\begin{array}{r} a=\frac{3}{10}, \\ r=\frac{1}{10}. \end{array}\right\}$ $S=\frac{a}{1-r}=\frac{\frac{3}{10}}{1-\frac{1}{10}}=\frac{3}{10-1}=\frac{3}{9}=\frac{1}{3}$.

Ex. 2.

Find the value of .32323232 &c. *ad infinitum.*

Here $\left.\begin{array}{r} a=\frac{32}{100}, \\ r=\frac{1}{100}. \end{array}\right\}$ $S=\frac{a}{1-r}=\frac{\frac{32}{100}}{1-\frac{1}{100}}=\frac{32}{100-1}=\frac{32}{99}$.

Ex. 3.

Find the value of .713333 &c. *ad infinitum.*

The series of fractions representing the value of this decimal is $\frac{71}{100}+$ (geometric series) $\frac{3}{1000}+\frac{3}{10000}+$ &c. $=\frac{71}{100}+S$.

Here $\left.\begin{array}{r} a=\frac{3}{1000}, \\ r=\frac{1}{10}. \end{array}\right\}$ $S=\frac{\frac{3}{1000}}{1-\frac{1}{10}}=\frac{3}{1000-100}=\frac{3}{900}=\frac{1}{300}$.

Hence the value of the decimal $=\frac{71}{100}+S=\frac{71}{100}+\frac{1}{300}=\frac{214}{300}$ $=\frac{107}{150}$.

Ex. 4.

Find the value of .81343434 &c. *ad infinitum.*

Here $\left.\begin{array}{r} a=\frac{34}{10000}, \\ r=\frac{1}{100}. \end{array}\right\}$ $S=\frac{a}{1-r}=\frac{\frac{34}{10000}}{1-\frac{1}{100}}=\frac{34}{10000-100}=\frac{34}{9900}$.

And the value of the decimal $=\frac{81}{100}+S=\frac{81}{100}+\frac{34}{9900}=\frac{8053}{9900}$.

Ex. 5. Find the value of .77777 &c. *ad infinitum*.

Answer, $\frac{7}{9}$.

Ex. 6. Find the values of .232323 &c.; .83333 &c.; .7141414 &c.; and .956666 &c. *ad infinitum*.

Answ. $\frac{23}{99}$; $\frac{5}{6}$; $\frac{707}{990}$; and $\frac{287}{300}$ respectively.

CHAPTER VIII.

ON SURDS.

Surd quantities have already been defined in Art. 55, and may be expressed either by the radical sign, or by their fractional indices (as in Art. 66); thus the square root of 2, the cube root of 3, the nth root of $a+b$, the cube root of $(a+x)^2$, &c. &c., may be expressed either by $\sqrt{2}$, $\sqrt[3]{3}$, $\sqrt[n]{a+b}$, $\sqrt[3]{(a+x)^2}$, &c., or by $2^{\frac{1}{2}}$, $3^{\frac{1}{3}}$, $(a+b)^{\frac{1}{n}}$, $(a+x)^{\frac{2}{3}}$, &c.

The precise value of these quantities cannot be ascertained; it can only be expressed by means of decimals or series which do not terminate; and in this sense they are called *irrational*, to distinguish them from all other quantities whatever, integral or fractional, whose values are determinate, and which are therefore denominated *rational*.

XXXVII.

On the Reduction of Surds.

Case I.

118. A rational quantity may be reduced to the form of a surd, by raising it to the power denoted by the root of the surd, and then annexing the radical sign.

EXAMPLE 1.

Reduce 3 to the form of the square root, and it becomes $\sqrt{3^2}$, or $\sqrt{9}$.

Ex. 2.

Reduce $\frac{2}{3}$ to the form of the cube root, and it becomes $\sqrt[3]{\frac{2^3}{3^3}}$ or $\sqrt[3]{\frac{8}{27}}$.

Ex. 3.

Reduce $a+b$ to the form of the square root, and it becomes $\sqrt{(a+b)^2}$.

Ex. 4.

Reduce $4b^{\frac{2}{3}}$ to the form of the cube root, and it becomes $\sqrt[3]{64b^2}$.

CASE II.

119. Surds of different indices are reduced to equivalent ones having the same radical sign, by bringing their fractional indices to a common denominator.

EXAMPLE 1.

Reduce $a^{\frac{1}{2}}$ and $a^{\frac{1}{3}}$ to surds of the same radical sign.

The fractions $\frac{1}{2}$ and $\frac{1}{3}$, reduced to a common denominator, are $\frac{3}{6}$ and $\frac{2}{6}$;

$$\left.\begin{array}{l}\therefore\ a^{\frac{1}{2}}=a^{\frac{3}{6}}=\sqrt[6]{a^3},\\ \text{and } a^{\frac{1}{3}}=a^{\frac{2}{6}}=\sqrt[6]{a^2};\end{array}\right\}\text{which are surds with the same radical sign}$$

Ex. 2.

Reduce $3^{\frac{2}{3}}$ and $5^{\frac{1}{2}}$ to surds with the same radical sign.

The fractions $\frac{2}{3}$ and $\frac{1}{2}$, reduced to a common denominator, are $\frac{4}{6}$ and $\frac{3}{6}$.

Now $3^{\frac{4}{6}}=\sqrt[6]{3^4}=\sqrt[6]{81}$; and $5^{\frac{3}{6}}=\sqrt[6]{5^3}=\sqrt[6]{125}$.

Ex. 3. Reduce $a^{\frac{1}{3}}$ and $b^{\frac{1}{5}}$ to surds with the same radical sign.

ANSWER, $\sqrt[15]{a^5}$ and $\sqrt[15]{b^3}$.

Ex. 4. Reduce $c^{\frac{3}{4}}$ and $d^{\frac{1}{2}}$ to surds with the same radical sign.

ANSW. $\sqrt[4]{c^3}$ and $\sqrt[4]{d^2}$

Ex. 5. Reduce $3\sqrt[3]{2}$ and $2\sqrt{5}$ to surds with the same radical sign. Answ. $3\sqrt[6]{4}$ and $2\sqrt[6]{125}$.

Ex. 6. Reduce $4^{\frac{2}{3}}$ and $15^{\frac{1}{2}}$ to surds with the same radical sign. Answ. $\sqrt[6]{256}$ and $\sqrt[6]{3375}$.

Case III.

120. Surds are reduced to their simplest form, by observing whether the quantity under the radical sign contains, as a factor, a power corresponding to the given surd root, and then extracting the root.

Examples.

Ex. 1. $\sqrt{a^2b}=\sqrt{a^2}\times\sqrt{b}=a\sqrt{b}$.

Ex. 2. $\sqrt[m]{a^mx}=\sqrt[m]{a^m}\times\sqrt[m]{x}=a\sqrt[m]{x}$.

Ex. 3. $\sqrt{72}=\sqrt{36\times2}=\sqrt{36}\times\sqrt{2}=6\sqrt{2}$.

Ex. 4. $\sqrt[3]{108}=\sqrt[3]{27\times4}=\sqrt[3]{27}\times\sqrt[3]{4}=3\sqrt[3]{4}$.

Ex. 5. $\sqrt[3]{2a^3b^2+a^5bc}=\sqrt[3]{a^3(2b^2+a^2bc)}=\sqrt[3]{a^3}\times\sqrt[3]{2b^2+a^2bc}=a\sqrt[3]{2b^2+a^2bc}$.

Ex. 6. Reduce $\sqrt{a^4bc}$ and $\sqrt{98a^2x}$ to their simplest form. Answer, $a^2\sqrt{bc}$ and $7a\sqrt{2x}$.

Ex. 7. Reduce $\sqrt[3]{a^3+a^3b^2}$ to its simplest form. Answ. $a\sqrt[3]{1+b^2}$.

Ex. 8. Reduce $\sqrt{56}$ and $\sqrt[3]{72}$ to their simplest form. Answ. $2\sqrt{14}$ and $2\sqrt[3]{9}$.

Ex. 9. Reduce $\sqrt[4]{243}$ and $\sqrt[5]{96}$ to their simplest form. Answ. $3\sqrt[4]{3}$ and $2\sqrt[5]{3}$.

The quantity without the radical sign is called the *coefficient* of the surd; and it is evident that this quantity may always be put under the radical sign, by raising it to the power denoted by the index of the surd.

Thus, $7a\sqrt{2x}=$(by Case I.)$\sqrt{7a\times7a}\times\sqrt{2x}=\sqrt{49a^2}\times\sqrt{2x}=\sqrt{98a^2x}$.

Also, $x\sqrt{2a-x}=\sqrt{x^2}\times\sqrt{2a-x}=\sqrt{x^2(2a-x)}=\sqrt{2ax^2-x^3}$.

Case IV.

121. If the quantity under the radical sign be a fraction, it may be reduced to an integral form by the following process.

Multiply the numerator and denominator of the fraction by such a quantity as will make the denominator a complete power, corresponding to the root; and then proceed as in Case III.

EXAMPLE 1.

$$\frac{c}{d}\times\sqrt{\frac{a^2}{b}}=\frac{c}{d}\times\sqrt{\frac{a^2b}{b^2}}=\frac{c}{d}\times\sqrt{\frac{a^2}{b^2}}\times\sqrt{b}=\frac{c}{d}\times\frac{a}{b}\times\sqrt{b}=\frac{ac}{bd}\sqrt{b}.$$

Ex. 2.

$$\frac{3}{4}\times\sqrt{\frac{2}{7}}=\frac{3}{4}\times\sqrt{\frac{2\times7}{7\times7}}=\frac{3}{4}\sqrt{\frac{1}{49}\times14}=\frac{3}{4}\sqrt{\frac{1}{49}}\times\sqrt{14}=$$
$$\frac{3}{4}\times\frac{1}{7}\times\sqrt{14}=\frac{3}{28}\sqrt{14}.$$

Ex. 3.

$$\frac{1}{3}\sqrt[3]{\frac{16}{81}}=\frac{1}{3}\sqrt[3]{\frac{8\times2}{27\times3}}=\frac{1}{3}\times\frac{2}{3}\times\sqrt[3]{\frac{2}{3}}=\frac{2}{9}\times\sqrt[3]{\frac{2}{3}}=\frac{2}{9}\times\sqrt[3]{\frac{2\times3^2}{3^3}}$$
$$=\frac{2}{9}\times\sqrt[3]{\frac{1}{27}\times18}=\frac{2}{9}\times\frac{1}{3}\times\sqrt[3]{18}=\frac{2}{27}\sqrt[3]{18}.$$

Ex. 4.

Reduce $x\sqrt{\frac{b}{y}}$ and $a\sqrt[3]{\frac{c^2}{a}}$ to integral surds in their simplest form

ANSWER, $\frac{x}{y}\sqrt{by}$ and $\sqrt[3]{c^2a^2}$

Ex. 5.

Reduce $\sqrt{\frac{50}{147}}$ and $2\sqrt[3]{\frac{3}{4}}$ to integral surds in their simplest form.

ANSW. $\frac{5}{21}\sqrt{6}$ and $\sqrt[3]{6}$.

XXXVIII.

On the Application of the Fundamental Rules of Arithmetic to Surd Quantities.

122. *On the Addition and Subtraction of Surds.*

RULE.—Reduce them to their simplest form; and if the surd part be the same in both, then their sum or difference will be found by taking the sum or difference of their coefficients.

EXAMPLE 1.

Find the sum and difference of $\sqrt{16a^2x}$ and $\sqrt{4a^2x}$.

By Art. 120, $\sqrt{16a^2x}=4a\sqrt{x}$,

and $\sqrt{4a^2x}=2a\sqrt{x}$;

$\therefore$ the sum$=4a\sqrt{x}+2a\sqrt{x}=(4a+2a)\times\sqrt{x}=6a\sqrt{x}$.

the difference$=4a\sqrt{x}-2a\sqrt{x}=(4a-2a)\times\sqrt{x}=2a\sqrt{x}$.

Ex. 2.

Find the sum and difference of $\sqrt[3]{192}$ and $\sqrt[3]{24}$.

By Art. 120 $\sqrt[3]{192}=\sqrt[3]{64\times 3}=4\sqrt[3]{3}$,

and $\sqrt[3]{24}=\sqrt[3]{8\times 3}=2\sqrt[3]{3}$;

$\therefore \sqrt[3]{192}\pm\sqrt[3]{24}=(4\pm 2)\sqrt[3]{3}=6\sqrt[3]{3}$ or $2\sqrt[3]{3}$.

Ex. 3.

Find the sum and difference of $\sqrt{\frac{8}{27}}$ and $\sqrt{\frac{1}{6}}$.

The two fractions $\frac{8}{27}$ and $\frac{1}{6}$, reduced to a common denominator, are $\frac{48}{162}$ and $\frac{27}{162}$.

Now $\sqrt{\frac{48}{162}}=\sqrt{\frac{16\times 3}{81\times 2}}=\frac{4}{9}\sqrt{\frac{3}{2}}$,

and $\sqrt{\frac{27}{162}}=\sqrt{\frac{9\times 3}{81\times 2}}=\frac{3}{9}\sqrt{\frac{3}{2}}$.

Hence $\sqrt{\frac{8}{27}}\pm\sqrt{\frac{1}{6}}=\left(\frac{4}{9}\pm\frac{3}{9}\right)\sqrt{\frac{3}{2}}=\frac{7}{9}\sqrt{\frac{3}{2}}$, or $\frac{1}{9}\sqrt{\frac{3}{2}}$.

If the surd part be not the same in the quantities to be added or subtracted from each other, it is evident that such addition or subtraction can only be performed by placing the sign + or — between them.

Ex. 4. Add $\sqrt{27a^4x}$ and $\sqrt{3a^4x}$ together. ANSWER, $4a^2\sqrt{3x}$.

Ex. 5. Add $\sqrt{128}$ and $\sqrt{72}$ together. . . . . . $14\sqrt{2}$.

Ex. 6. Add $\sqrt[3]{135}$ and $\sqrt[3]{40}$ together. . . . . . $5\sqrt[3]{5}$.

Ex. 7. Subtract $3\sqrt{\frac{5}{27}}$ from $4\sqrt{\frac{3}{5}}$. . . . . . $\frac{7}{15}\sqrt{15}$.

Ex. 8. Subtract $\sqrt[3]{108}$ from $9\sqrt[3]{4}$. . . . . . $6\sqrt[3]{4}$.

123. *On the Multiplication and Division of Surds.*

RULE.—Reduce them, if necessary, to equivalent ones with the same index, and then multiply or divide both the rational and irrational parts respectively.

EXAMPLE 1.

Multiply $\sqrt{a}$ by $\sqrt[3]{b}$, or $a^{\frac{1}{2}}$ by $b^{\frac{1}{3}}$.

The fractions $\frac{1}{2}$ and $\frac{1}{3}$, reduced to common denominators, are $\frac{3}{6}$ and $\frac{2}{6}$;

$$\therefore a^{\frac{1}{2}}=a^{\frac{3}{6}}=\sqrt[6]{a^3}\text{; and } b^{\frac{1}{3}}=b^{\frac{2}{6}}=\sqrt[6]{b^2}.$$

$$\text{Hence } \sqrt{a}\times\sqrt[3]{b}=\sqrt[6]{a^3}\times\sqrt[6]{b^2}=\sqrt[6]{a^3b^2}.$$

Ex. 2.

Multiply $5\sqrt{5}$ by $3\sqrt{8}$.

$$5\sqrt{5}\times3\sqrt{8}=15\sqrt{40}=15\sqrt{4\times10}=15\times2\times\sqrt{10}=30\sqrt{10}.$$

Ex. 3.

Multiply $2\sqrt{3}$ by $3\sqrt[3]{4}$.

$$\text{By reduction, } 2\sqrt{3}=2\times3^{\frac{3}{6}}=2\times\sqrt[6]{3^3}=2\sqrt[6]{27},$$

$$\text{and } 3\sqrt[3]{4}=3\times4^{\frac{2}{6}}=3\times\sqrt[6]{4^2}=3\sqrt[6]{16}.$$

$$\text{Hence } 2\sqrt{3}\times3\sqrt[3]{4}=2\sqrt[6]{27}\times3\sqrt[6]{16}=6\sqrt[6]{432}.$$

Ex. 4.

Divide $2\sqrt[3]{bc}$ by $3\sqrt{ac}$.

$$2\sqrt[3]{bc}=2\times(bc)^{\frac{2}{6}}=2\sqrt[6]{b^2c^2},$$

$$\text{and } 3\sqrt{ac}=3\times(ac)^{\frac{3}{6}}=3\sqrt[6]{a^3c^3};$$

$$\therefore \frac{2\sqrt[3]{bc}}{3\sqrt{ac}}=\frac{2}{3}\times\sqrt[6]{\frac{b^2c^2}{a^3c^3}}=\frac{2}{3}\sqrt[6]{\frac{b^2}{a^3c}}.$$

Ex. 5.

Divide $10\sqrt[3]{108}$ by $5\sqrt[3]{4}$.

$$10\sqrt[3]{108}=10\sqrt[3]{27\times4}=10\times3\times\sqrt[3]{4}=30\sqrt[3]{4};$$

$$\therefore \frac{10\sqrt[3]{108}}{5\sqrt[3]{4}}=\frac{30\sqrt[3]{4}}{5\sqrt[3]{4}}=6.$$

$$\text{Or thus: } \frac{10\sqrt[3]{108}}{5\sqrt[3]{4}}=2\sqrt[3]{27}=2\times3=6.$$

Ex. 6. Multiply $\sqrt[3]{15}$ by $\sqrt{10}$. ANSWER, $\sqrt[6]{225000}$.

Ex. 7. Multiply $\frac{1}{2}\sqrt[3]{6}$ by $\frac{2}{3}\sqrt[3]{18}$. . . . . . $\sqrt[3]{4}$.

Ex. 8. Divide $10\sqrt{27}$ by $2\sqrt{3}$. . . . . . 15.

Ex. 9. Divide $10\sqrt[3]{108}$ by $5\sqrt[3]{84}$. . . . . . $\frac{2}{7}\sqrt[3]{441}$.

124. *On the Involution and Evolution of Surds.*

RULE.—Raise the rational part to the power or root required, and then multiply the fractional index of the surd part by the index of that power or root.

Ex. 1. The square of $\sqrt[3]{a}=a^{\frac{1}{3}\times 2}=a^{\frac{2}{3}}=\sqrt[3]{a^2}$

Ex. 2. The cube of $\sqrt[5]{b^2}=b^{\frac{2}{5}\times 3}=b^{\frac{6}{5}}=\sqrt[5]{b^6}=b\sqrt[5]{b}$.

Ex. 3. The fourth power of $2\sqrt[3]{2}=16\times 2^{\frac{1}{3}\times 4}=16\times 2^{\frac{4}{3}}=16\sqrt[3]{16}=32\sqrt[3]{2}$.

Ex. 4. The square root of $a^{\frac{1}{3}}b^{\frac{1}{2}}=a^{\frac{1}{3}\times\frac{1}{2}}b^{\frac{1}{2}\times\frac{1}{2}}=a^{\frac{1}{6}}b^{\frac{1}{4}}$.

Ex. 5. The cube root of $\frac{1}{8}\sqrt{2}=\frac{1}{2}\times 2^{\frac{1}{2}\times\frac{1}{3}}=\frac{1}{2}\times 2^{\frac{1}{6}}=\frac{1}{2}\sqrt[6]{2}$.

Ex. 6. Cube $\frac{1}{2}\sqrt{3}$. ANSWER, $\frac{3}{8}\sqrt{3}$.

Ex. 7. Find the fourth power of $\frac{1}{6}\sqrt{6}$. . . . . . $\frac{1}{36}$.

Ex. 8. Find the square root of $9\sqrt[3]{3}$. . . . . . $3\sqrt[6]{3}$.

Ex. 9. Find the fourth root of $\frac{16}{81}\sqrt[3]{a^2}$. . . . . . $\frac{2}{3}\sqrt[6]{a}$.

Ex. 10. Find the fifth root of $\frac{1}{32}\left(\frac{b^2}{a}\right)^3$. . . . . . $\frac{b\sqrt[5]{b}}{2\sqrt[5]{a^3}}$.

125. From the preceding Rules we easily deduce the method of converting fractions whose denominators are surd quantities into others whose denominators shall be rational. Thus, let both the numerator and denominator of the fraction $\frac{a}{\sqrt{x}}$ be multiplied by $\sqrt{x}$, and it becomes $\frac{a\sqrt{x}}{x}$; and by multiplying the numerator

and denominator of the fraction $\frac{b}{\sqrt[3]{a+x}}$ by $\sqrt[3]{(a+x)^2}$, or $(a+x)^{\frac{2}{3}}$, it becomes $\frac{b(a+x)^{\frac{2}{3}}}{\sqrt[3]{(a+x)^3}}=\frac{b(a+x)^{\frac{2}{3}}}{a+x}$. Or, in general, if both the numerator and denominator of a fraction of the form $\frac{a}{\sqrt[n]{x}}$ be multiplied by $\sqrt[n]{x^{n-1}}$, it becomes $\frac{a\sqrt[n]{x^{n-1}}}{x}$, a fraction whose denominator is a rational quantity.

XXXIX.

On the Method of finding Multipliers which shall render Binomial Surd Quantities Rational.

126. *Compound* surd quantities are such as consist of two or more terms, some or all of which are irrational; and if a quantity of this kind consist only of *two* terms, it is called a *binomial* surd. The rule for finding a multiplier which shall render a binomial surd quantity rational, is derived from observing the quotient which arises from the actual division of the numerators of the following fractions by the denominators. Thus,

I. $\frac{x^n-y^n}{x-y}=x^{n-1}+x^{n-2}y+x^{n-3}y^2+$ &c. .... $+y^{n-1}$ to n terms,

whether n be even or odd.

II. $\frac{x^n-y^n}{x+y}=x^{n-1}-x^{n-2}y+x^{n-3}y^2-$ &c. .... $-y^{n-1}$ to n terms,

when n is an even number.

III. $\frac{x^n+y^n}{x+y}=x^{n-1}-x^{n-2}y+x^{n-3}y^2-$ &c. .... $+y^{n-1}$ to n terms,

when n is an odd number.[a]

([a]) For I. $\frac{x^2-y^2}{x-y}=x+y$; $\frac{x^3-y^3}{x-y}=x^2+xy+y^2$; $\frac{x^4-y^4}{x-y}=x^3+x^2y+xy^2+y^3$; &c.

II. $\frac{x^2-y^2}{x+y}=x-y$; $\frac{x^4-y^4}{x+y}=x^3-x^2y+xy^2-y^3$; &c.

III. $\frac{x+y}{x+y}=1$; $\frac{x^3+y^3}{x+y}=x^2-xy+y^2$; $\frac{x^5+y^5}{x+y}=x^4-x^3y+x^2y^2-xy^3+xy^4$; &c.

127. Now let $x^n=a$, $y^n=b$, then $x=\sqrt[n]{a}$, $y=\sqrt[n]{b}$, and these fractions severally become $\frac{a-b}{\sqrt[n]{a}-\sqrt[n]{b}}$, $\frac{a-b}{\sqrt[n]{a}+\sqrt[n]{b}}$, and $\frac{a+b}{\sqrt[n]{a}+\sqrt[n]{b}}$; and by the application of the foregoing Rules we have $x^{n-1}=\sqrt[n]{a^{n-1}}$; $x^{n-2}=\sqrt[n]{a^{n-2}}$; $x^{n-3}=\sqrt[n]{a^{n-3}}$, &c.; also, $y^2=\sqrt[n]{b^2}$; $y^3=\sqrt[n]{b^3}$, &c.; hence, $x^{n-2}y=\sqrt[n]{a^{n-2}}\times\sqrt[n]{b}=\sqrt[n]{a^{n-2}b}$; $x^{n-3}y^2=\sqrt[n]{a^{n-3}}\times\sqrt[n]{b^2}=\sqrt[n]{a^{n-3}b^2}$, &c. By substituting these values of x^{n-1}, $x^{n-2}y$, $x^{n-3}y^2$, &c. in the several quotients, we have

$$\frac{a-b}{\sqrt[n]{a}-\sqrt[n]{b}}=\sqrt[n]{a^{n-1}}+\sqrt[n]{a^{n-2}b}+\sqrt[n]{a^{n-3}b^2}+\text{ \&c.} \ldots +\sqrt[n]{b^{n-1}} \text{ to } n$$

terms, where n may be any whole number whatever; and

$$\frac{a\pm b}{\sqrt[n]{a}+\sqrt[n]{b}}=\sqrt[n]{a^{n-1}}-\sqrt[n]{a^{n-2}b}+\sqrt[n]{a^{n-3}b^2}+\text{ \&c.} \ldots \pm\sqrt[n]{b^{n-1}} \text{ to } n$$

terms, where the terms b and $\sqrt[n]{b^{n-1}}$ have the sign + when n is an odd number, and the sign — when n is an even number.

128. Since the divisor multiplied by the quotient gives the dividend, it appears from the foregoing operations that "if a binomial surd of the form $\sqrt[n]{a}-\sqrt[n]{b}$ be multiplied by $\sqrt[n]{a^{n-1}}+\sqrt[n]{a^{n-2}b}+\sqrt[n]{a^{n-3}b^2}+\text{\&c.}\ldots+\sqrt[n]{b^{n-1}}$, ($n$ being any whole number whatever,) the product will be $a-b$, a rational quantity; and if a binomial surd of the form $\sqrt[n]{a}+\sqrt[n]{b}$ be multiplied by $\sqrt[n]{a^{n-1}}-\sqrt[n]{a^{n-2}b}+\sqrt[n]{a^{n-3}b^2}-\text{\&c.}\ldots\pm\sqrt[n]{b^{n-1}}$, the product will be $a+b$ or $a-b$, according as the index n is an odd or an even number." The great use of this rule is, "to convert fractions having surd denominators into others which shall have rational ones," of which the following are examples.

Example 1.

Reduce $\frac{x}{a-\sqrt{x}}$ and $\frac{\sqrt{6}}{\sqrt{8}+\sqrt{3}}$ to fractions having rational denominators.

Since "the sum into the difference of two quantities gives the difference of their squares," it is evident that these fractions may be reduced to others having rational denominators, by multiplying their numerators and denominators by $a+\sqrt{x}$ and $\sqrt{8}-\sqrt{3}$ respectively, without the formal application of the rule. Thus

$$x(a+\sqrt{x})=ax+x\sqrt{x},$$
$$\text{and } (a-\sqrt{x})(a+\sqrt{x})=a^2-x.$$

By which means the fraction is reduced to $\dfrac{ax+x\sqrt{x}}{a^2-x}$.

Again, $\sqrt{6}(\sqrt{8}-\sqrt{3})=\sqrt{48}-\sqrt{18}=$(Art. 120) $4\sqrt{3}-3\sqrt{2}$,

$$\text{and } (\sqrt{8}+\sqrt{3})(\sqrt{8}-\sqrt{3})=8-3=5;$$

and the fraction is reduced to $\dfrac{4\sqrt{3}-3\sqrt{2}}{5}$.

Ex. 2.

Reduce $\dfrac{2}{\sqrt[3]{3}-\sqrt[3]{2}}$ to a fraction with a rational denominator.

To find the multiplier which shall make $\sqrt[3]{3}-\sqrt[3]{2}$ rational, we have $n=3$, $a=3$, $b=2$; $\therefore \sqrt[n]{a^{n-1}}+\sqrt[n]{a^{n-2}b}+\sqrt[n]{b^{n-1}}$ [a] $=\sqrt[3]{9}+\sqrt[3]{6}+\sqrt[3]{4}$.

$$\text{Now } 2(\sqrt[3]{9}+\sqrt[3]{6}+\sqrt[3]{4})=2\sqrt[3]{9}+2\sqrt[3]{6}+2\sqrt[3]{4},$$
$$\text{and } (\sqrt[3]{3}-\sqrt[3]{2})(\sqrt[3]{9}+\sqrt[3]{6}+\sqrt[3]{4})=(a-b)=3-2=1;$$

$\therefore$ the denominator is 1, and the fraction is reduced to $2\sqrt[3]{9}+2\sqrt[3]{6}+2\sqrt[3]{4}$.

Ex. 3.

Reduce $\dfrac{c}{\sqrt[3]{x}+\sqrt[3]{y}}$ to a fraction with a rational denominator.

Here $n=3$, $a=x$, $b=y$, the sign of $\sqrt[n]{b}$ is $+$, and n an odd number; $\therefore$ the multiplier is $\sqrt[n]{a^{n-1}}-\sqrt[n]{a^{n-2}b}+\sqrt[n]{b^{n-1}}=\sqrt[3]{x^2}-\sqrt[3]{xy}+\sqrt[3]{y^2}$. Hence the fraction required is

$$\left(\frac{c}{\sqrt[3]{x}+\sqrt[3]{y}}\right)\left(\frac{\sqrt[3]{x^2}-\sqrt[3]{xy}+\sqrt[3]{y^2}}{\sqrt[3]{x^2}-\sqrt[3]{xy}+\sqrt[3]{y^2}}\right)=\frac{c}{x+y}(\sqrt[3]{x^2}-\sqrt[3]{xy}+\sqrt[3]{y^2}).$$

Ex. 4.

Reduce $\dfrac{3}{\sqrt[4]{5}+\sqrt[4]{3}}$ to a fraction with a rational denominator.

Here $n=4$, $a=5$, $b=3$, the sign of $\sqrt[n]{b}$ is $-$, and n an even number; $\therefore$ the multiplier is $\sqrt[n]{a^{n-1}}-\sqrt[n]{a^{n-2}b}+\sqrt[n]{a^{n-3}b^2}-\sqrt[n]{b^{n-1}}$

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[a] The number of terms of the general series to be taken is always equal to n; in the present instance, therefore, the number to be taken is 3; and so in all other cases, recollecting that the last term is always $\sqrt[n]{b^{n-1}}$.

$=\sqrt[4]{125}-\sqrt[4]{75}+\sqrt[4]{45}-\sqrt[4]{27}$. Hence the fraction required is $\left(\frac{3}{\sqrt[4]{5}+\sqrt[4]{3}}\right)\left(\frac{\sqrt[4]{125}-\sqrt[4]{75}+\sqrt[4]{45}-\sqrt[4]{27}}{\sqrt[4]{125}-\sqrt[4]{75}+\sqrt[4]{45}-\sqrt[4]{27}}\right)=\frac{3}{2}(\sqrt[4]{125}-\sqrt[4]{75}+\sqrt[4]{45}-\sqrt[4]{27})$.

XL.

On the Method of extracting the Square Root of Binomial Surds.

129. Let $\sqrt{x}$ and $\sqrt{y}$ be two quadratic surds, which are not reducible to the same irrational part; their product will be irrational. For, if $\sqrt{x}\times\sqrt{y}=m$, $\sqrt{x}=\frac{m}{\sqrt{y}}=\frac{m}{y}\sqrt{y}$; that is, $\sqrt{x}$ is reducible to the irrational part $\sqrt{y}$, contrary to the supposition.

130. Next, let $\sqrt{x}+\sqrt{y}$ be a binomial, both whose terms are quadratic surds, not reducible to the same irrational part. If this binomial be squared, the result is $x+y+2\sqrt{xy}$, a quantity of which one part is rational and the other (Art. 129) irrational. Let $x+y=a$ and $2\sqrt{xy}=\sqrt{b}$, then it appears that every binomial surd whose square root can be exhibited under the form $\sqrt{x}+\sqrt{y}$ must be of the form $a+\sqrt{b}$; a being a rational quantity and $\sqrt{b}$ a quadratic surd. The same will evidently be true if one of the terms, as $\sqrt{x}$, be supposed rational.

131. The square root of a rational quantity cannot be partly rational and partly a quadratic surd. For, if possible, let $\sqrt{x}=a\pm\sqrt{b}$; then $x=a^2+b\pm2a\sqrt{b}$, and $\sqrt{b}=\frac{x-a^2-b}{\pm2a}$, a rational quantity. But by the supposition $\sqrt{b}$ is a surd; hence $\sqrt{x}$ cannot be expressed under the form $a\pm\sqrt{b}$. In the same manner it may be proved that the square root of a rational quantity cannot be equal to the sum or difference of two quadratic surds not reducible to the same irrational part. For, if possible, let $\sqrt{x}=\sqrt{a}\pm\sqrt{b}$, then $x=a+b\pm2\sqrt{ab}$, and $\sqrt{ab}=\frac{x-a-b}{\pm2}$, which is impossible, by Art. 129.

132. In any equation, $x+\sqrt{y}=a+\sqrt{b}$, consisting of rational quantities and quadratic surds, the rational parts on each side are

equal, and also the irrational. For if x be not equal to a, let $x=a\pm m$; then $a\pm m+\sqrt{y}=a+\sqrt{b}$, or $\pm m+\sqrt{y}=\sqrt{b}$, i. e. $\sqrt{b}$ is partly rational and partly irrational, which has already been proved to be impossible. In a similar manner it may be shown that in any equation, $m\sqrt{x}+n\sqrt{y}=p\sqrt{x}+q\sqrt{y}$, where $\sqrt{x}$ and $\sqrt{y}$ cannot be reduced to the same irrational part, $m\sqrt{x}=p\sqrt{x}$, and $n\sqrt{y}=q\sqrt{y}$. For if q be not equal to n, by transposition $m\sqrt{x}=p\sqrt{x}+q\sqrt{y}-n\sqrt{y}=p\sqrt{x}+(q-n)\sqrt{y}$, contrary to Art. 131. $\therefore q\sqrt{y}=n\sqrt{y}$, and consequently $m\sqrt{x}=p\sqrt{x}$.

133. To find the square root of the binomial quadratic surd $a+\sqrt{b}$. Assume $\sqrt{x}+\sqrt{y}=\sqrt{a+\sqrt{b}}$, then $x+y+2\sqrt{xy}=a+\sqrt{b}$; $\therefore$ (by Art. 132) $x+y=a$, and $2\sqrt{xy}=\sqrt{b}$;

$$\text{hence } x^2+2xy+y^2=a^2 \; (A)$$
$$\text{and } \quad 4xy \quad =b \; (B)$$

Subtract (B) from (A), then $x^2-2xy+y^2=a^2-b$,

$$\text{and } x-y=\sqrt{a^2-b};$$

we have, therefore,

$$\left.\begin{array}{l} x+y=a \\ x-y=\sqrt{a^2-b} \end{array}\right\} \therefore \begin{array}{l} 2x=a+\sqrt{a^2-b}, \text{ and } x=\tfrac{1}{2}a+\tfrac{1}{2}\sqrt{a^2-b}. \\ 2y=a-\sqrt{a^2-b}, \text{ and } y=\tfrac{1}{2}a-\tfrac{1}{2}\sqrt{a^2-b}. \end{array}$$

Hence $\sqrt{x}+\sqrt{y}=\sqrt{\tfrac{1}{2}a+\tfrac{1}{2}\sqrt{a^2-b}}+\sqrt{\tfrac{1}{2}a-\tfrac{1}{2}\sqrt{a^2-b}}$, an expression which can evidently be of the form $\sqrt{x}+\sqrt{y}$, only when $\sqrt{a^2-b}$ is a rational quantity. The square root of the binomial surd quantity $a+\sqrt{b}$ can therefore be exhibited under the form $\sqrt{x}+\sqrt{y}$ only when a^2-b is a square number. By a similar process it might be shown that the square root of $a-\sqrt{b}$ is $\sqrt{\tfrac{1}{2}a+\tfrac{1}{2}\sqrt{a^2-b}}-\sqrt{\tfrac{1}{2}a-\tfrac{1}{2}\sqrt{a^2-b}}$, subject to the same limitation.

Example 1.

What is the square root of $19+8\sqrt{3}$?

$$\left.\begin{array}{l} \text{Here } a=19 \\ \quad \sqrt{b}=8\sqrt{3} \end{array}\right\} \therefore a^2-b=361-192=169, \text{ and } \sqrt{a^2-b}=13$$

Hence $\sqrt{\tfrac{1}{2}a+\tfrac{1}{2}\sqrt{a^2-b}}+\sqrt{\tfrac{1}{2}a-\tfrac{1}{2}\sqrt{a^2-b}}=\sqrt{\frac{19}{2}+\frac{13}{2}}+$ $\sqrt{\frac{19}{2}-\frac{13}{2}}=\sqrt{16}+\sqrt{3}=4+\sqrt{3}.$

Ex. 2.

Find the square root of $12-\sqrt{140}$.

Here $\left.\begin{array}{l} a=12 \\ \sqrt{b}=\sqrt{140} \end{array}\right\} \therefore a^2-b=144-140=4$, and $\sqrt{a^2-b}=2$.

Hence $\sqrt{\tfrac{1}{2}a+\tfrac{1}{2}\sqrt{a^2-b}}-\sqrt{\tfrac{1}{2}a-\tfrac{1}{2}\sqrt{a^2-b}}=\sqrt{6+1}-\sqrt{6-1}$ $=\sqrt{7}-\sqrt{5}.$

Ex. 3.

Find the square root of $31+12\sqrt{-5}$.

Here $\left.\begin{array}{l} a=31 \\ \sqrt{b}=12\sqrt{-5} \\ \text{or } b=-720 \end{array}\right\} \therefore a^2-b=961+720=1681$, and $\sqrt{a^2-b}=41$.

Hence $\sqrt{\tfrac{1}{2}a+\tfrac{1}{2}\sqrt{a^2-b}}+\sqrt{\tfrac{1}{2}a-\tfrac{1}{2}\sqrt{a^2-b}}=\sqrt{\frac{31}{2}+\frac{41}{2}}+$ $\sqrt{\frac{31}{2}-\frac{41}{2}}=6+\sqrt{-5}.$

Ex. 4. Find the square root of $7+4\sqrt{3}$. ANSWER, $2+\sqrt{3}$.

Ex. 5. . . . . $7-2\sqrt{10}$. . . . . . $\sqrt{5}-\sqrt{2}$.

Ex. 6. . . . . $18-10\sqrt{-7}$. . . . . $5-\sqrt{-7}$.

CHAPTER IX.

ON MISCELLANEOUS SUBJECTS.

We now proceed to apply the principles laid down in the preceding chapters to the investigation of questions of a miscellaneous nature, beginning with some observations upon *prime* numbers and their several relations.

XLI.

On Prime Numbers and their Relations; and on the Method of finding the least Common Multiple of two or more Numbers.

134. Numbers which admit of no exact divisor or which have no measure (Art. 40) except themselves and unity, are called *prime numbers*, as 2, 3, 5, 7, &c.; and two or more numbers which have no common divisor, or measure, greater than unity, are said to be *prime to each other* as 8 and 9; 11, 14, and 15; &c.

135. "Let ab, the product of any two numbers, be divisible by c; then, if c be prime to b, it will be a divisor of a." For suppose b to be greater than c; then, if the operation in Art. 45 be performed on them, the last divisor, or greatest common measure, will be unity, because b and c are prime to each other. Let the operation stand as follows:

$$\left.\begin{array}{l} c)b\ (p \\ \underline{\ cp\ } \\ \quad d)c\ (q \\ \quad \underline{\ dq\ } \\ \qquad e)d\ (r \\ \qquad \underline{\ er\ } \\ \qquad\ \ \underline{\underline{1}} \end{array}\right\}$$

Then we have these equations:

$$\left.\begin{array}{l} b-cp=d \\ c-dq=e \\ d-er=1 \end{array}\right\} \text{ or } \left\{\begin{array}{l} ab-acp=ad \\ ac-adq=ae \\ ad-aer=a. \end{array}\right.$$

Consequently, since c, by supposition, measures ab, it will measure $ab-acp$, or ad; and $ac-adq$, or ae; and $ad-aer$, or a. (Art^s. 43, 44.)

If c be supposed greater than b, we shall, by a similar process, arrive at the same conclusion, which will be equally true, whatever be the number of divisions in the operation.

136. Hence it follows, that if the numerator and denominator of a fraction be prime to each other, there can exist no other equal fraction having its numerator and denominator respectively less than those of the first.

In the fraction $\frac{a}{b}$, let a be prime to b, and let $\frac{m}{n}$ be an equal fraction. Then, since $\frac{a}{b}=\frac{m}{n}$, $m=\frac{an}{b}$. Consequently, b will be a divisor of an; and since, by supposition, it is prime to a, it must (Art. 135) be a divisor of n, and therefore less than n. In the same manner it may be proved that a is less than m, and the fraction $\frac{a}{b}$ is therefore in its least possible terms.

Again, since b is a divisor of n, let $\frac{n}{b}=p$; then $n=pb$, and consequently, since $\frac{pa}{pb}=\frac{a}{b}=\frac{m}{n}$, m will $=pa$; that is, "if two fractions, of which the former is in its least terms, be equal, the numerator and denominator of the latter will be equimultiples of the numerator and denominator of the former, respectively."

137. If a and b are both prime to c, ab will be prime to c. For if not, suppose ab and c to have a common measure m, and let $ab=mp$, and $c=mq$. Then, since a is prime to c, or mq, it is prime to m; for if a and m had a common measure, this would (Art. 43) be a common measure of a and mq. For the same reason, b is prime to m. But, since $ab=mp$, $\frac{a}{m}=\frac{p}{b}$, and $\frac{a}{m}$ (Art. 136) is in its lowest terms; therefore b is either equal to m, or (Art. 136) a multiple of m, which is absurd, because b has been proved to be prime to m; $\therefore$ ab and c can have no common measure, and consequently ab must be prime to c. In the same way, if a, b, c are all prime to d, abc is prime to d, and so on. Hence, if a be prime to d, a^2, a^3, a^4, &c. will all be prime to d.

Again, if a, b, c, &c. are each of them prime to each of d, e, f, &c., abc &c. will be prime to def &c. For, since a, b, c, &c. are prime to d, abc &c. will be prime to d. For the same reason, abc &c. is prime to e, f, &c., and consequently to def &c. Hence, if a be prime to d, a^2 will be prime to d^2, a^3 to d^3, and so on.

138. A *common multiple* of two or more numbers is any number which is measured by each of them; and their *least common multiple* is the least number which is so measured.

Let c be the greatest common measure of a and b, and let $a=mc$, $b=nc$. Then $ab=mnc^2$, and $\frac{ab}{c}=mnb=na=mb$; therefore $\frac{ab}{c}$ is a common multiple of a and b. It is also their *least* common multiple; for let d be any other common multiple of a and b, and let $d=pa=qb$; then $\frac{q}{p}=\frac{a}{b}=\frac{m}{n}$, where m is in its least terms, because (c being the greatest common measure of a and b) m and n are prime to each other; therefore q and p are equimultiples (Art. 136) of m and n respectively, and q is greater than m; hence qb is greater than mb, or d greater than $\frac{ab}{c}$. Hence, "the least common multiple of two numbers is equal to their product divided by their greatest common measure." It may be further observed, that "every other common multiple of a and b is a multiple of their least common multiple;" for since q is a multiple of m, qb or d is a multiple of mb or $\frac{ab}{c}$.

To find the least common multiple of *three* numbers, "a, b, c; let m be the least common multiple of a and b, and n the least common multiple of m and c; then n will be the least common multiple required." For since m is a common multiple of a and b, and n a common multiple of m and c, n will obviously be a common multiple of a, b, c. It will also be their *least* common multiple; for let d be any other multiple of a, b, c, then d will be a multiple of m, as has just been shown; and since it is also a multiple of c, it will be a multiple of n, and therefore must be greater than n; hence n is the *least* common multiple of a, b, c.

XLII.

Properties of Numbers.

139. Let a, b, c, d, &c. represent the *digits* of a number, a being the digit in the units' place, b the digit in the tens' place, c the digit in the hundreds' place, &c. &c., and let $r=10$; then the general value of any number may be represented by $a+br+cr^2+dr^3+$&c.; thus, $357=7+50+300=7+5\times10+3\times10^2$; and $4213=3+1\times10+2\times10^2+4\times10^3$; &c. &c. From this mode of representing a number, the following properties are very readily deduced.

I. "If from any number the sum of the digits be subtracted, the remainder is divisible by 9."

$$\begin{array}{rl} \text{For let } & a+br+cr^2+dr^3+\text{\&c.}=\text{the number.} \\ \text{Subtract } & \underline{a+b\ \ +c\ \ +d\ \ +\text{\&c.}} \end{array}$$

Then we have $b(r-1)+c(r^2-1+d(r^3-1)+$&c. for the value of the number when its digits are subtracted from it; but, by Art. 126, this quantity is divisible by $r-1$, or 9. Take, for instance, the number 37591, subtract the sum of its digits, and the remainder is $37566=9\times4174$.

II. "If the sum of the digits of any number be divisible by 9, the number itself is divisible by 9." For let the number be N, and the sum of its digits S, and let $S=9m$. Then, (by Property I.) $N-S$ is divisible by 9; let $N-S=9p$, and we have $N-9m=9p$; $\therefore N=9p+9m=9(p+m)$, which is divisible by 9; consequently N is divisible by 9. Thus the numbers 171, 387, 51489, &c., the sum of whose digits is divisible by 9, are themselves divisible by 9.

III. "If the sum of the digits of any number be divisible by 3, then the number itself is divisible by 3." Let N and S represent the number and sum of its digits, as before, and let $S=3m$. Now $N-S=9p$, $\therefore N-3m=9p$, or $N=9p+3m$, which is evidently divisible by 3. Thus the numbers 111, 123, 258, 1713, &c., are all divisible by 3.

IV. "If from any number the sum of the digits standing in the *odd* places be subtracted, and to it the sum of the digits standing in the *even* places be added, then the result is divisible by 11."

For let the number be $a+br+cr^2+dr^3+er^4+$ &c.

$$\text{Add } \underline{-a+b\ -c\ +d\ -e\ +\text{\&c.}}$$

The result is $b(r+1)+c(r^2-1)+d(r^3+1)+e(r^4-1)+$ &c.; but, by Art. 126, the quantities $r+1$, r^2-1, r^3+1, r^4-1, &c. are all divisible by $r+1$; $\therefore$ $b(r+1)+c(r^2-1)+d(r^3+1)+e(r^4-1)+$ &c. is divisible by $r+1$, or 11. Take, for instance, the number 57937; subtract $5+9+7=21$, and add $7+3=10$, or, in other words, subtract 11, then the remainder $57926=11\times 5266$.

V. "If the sum of the digits standing in the *even* places be equal to the sum of the digits standing in the *odd* places, then the number is divisible by 11." Let $N=$ the number, $S=$ the sum of the *even* digits, $s=$ the sum of the *odd* digits; then (IV.) $N+S-s$ is divisible by 11; but if $S=s$, then $S-s=0$; $\therefore$ N is divisible by 11. Thus the numbers 121, 363, 12133, 48422, &c. are all divisible by 11.

The number r (which is called the *root of the scale*) has here been supposed $=10$, that being its value in the common system of notation; but the above properties of numbers are true for any other system. For instance, if the system of notation be such that the value of the digits increase only in a sixfold instead of a tenfold proportion from the right to the left, then (since $r=6$, and consequently $r-1=5$, $r+1=7$) what has just been proved with respect to the numbers 9 and 11, is equally true with respect to the numbers 5 and 7, in the system the root of whose scale is 6.

140. Suppose, now, that it was required to transform a number of the common arithmetical scale into another of the same value, where the root of the scale shall be r. Let the given number be N, and let the digits of the number where the root of the scale is r, be a, b, c, d, &c.; then we have $N=a+br+cr^2+dr^3+$ &c., an equation in which N and r are given, to find the values of a, b, c, d, &c. Divide N by r, then the quotient is $b+cr+dr^2+$ &c. and the remainder a; divide $b+cr+dr^2+$ &c. by r, the quotient is $c+dr+$ &c. and the remainder b; divide $c+dr+$ &c. by r, the quotient is $d+$ &c. and the remainder c; so that the rule is,

"to divide the given number continually by r till the last quotient is less than r; then this last quotient, together with the several remainders taken in the reverse order, will be digits of the number required." For instance, let it be required to convert the number 3714 into another number of the same value, wherein the value of each digit shall increase in a fourfold proportion from the right hand to the left. Here $r=4$; and the operation will stand thus:

$$
\begin{array}{rl}
4)\underline{3714} & \\
4)\underline{928} & [2=\text{1st remainder} \\
4)\underline{232} & [0=\text{2d do.} \\
4)\underline{58} & [0=\text{3d do.} \\
4)\underline{14} & [2=\text{4th do.} \\
3 & [2=\text{5th do.}
\end{array}
$$

Hence 322002, where the value of each digit increases in a fourfold proportion, is a number of the same value with 3714 where the value of each digit increases in a tenfold proportion.

141. The foregoing properties of numbers have been deduced from the manner in which they are represented by means of the series $a+br+cr^2+dr^3+$ &c. But numbers may also be considered as arising from the *continued multiplication* of certain factors. The most general form under which numbers may be thus represented is $a^n b^m c^r d^s$ &c., where a, b, c, d, &c. are prime numbers, and n, m, r, s, &c. any whole numbers whatever. One of the simplest cases of this kind is when the number comes under the form $a^n b$; and under this form we are enabled to investigate the expression for what is called a *perfect* number, i. e. a number which is equal to the sum of all its divisors.

The process is this. The divisors of $a^n b$ are 1, a, a^2, a^3, &c. . . . a^n, and b, ab, a^2b, a^3b, &c. . . . $a^{n-1}b$; hence, by the supposition,

$$a^n b = 1 + a + a^2 + a^3 + \text{\&c.} \ldots + a^n + b + ab + a^2b + \text{\&c.} \ldots + a^{n-1}b$$

$$= (\text{by Art. } 110)\ \frac{a^{n+1}-1}{a-1} + \frac{a^n b - b}{a-1};$$

$$\therefore\ a^{n+1}b-a^nb=a^{n+1}-1+a^nb-b,$$

$$\text{or } a^{n+1}b-2a^nb+b=a^{n+1}-1;$$

$$\therefore\ b=\frac{a^{n+1}-1}{a^{n+1}-2a^n+1};$$

but since b is a whole number, suppose $a^{n+1}-2a^n+1$ equal to unity, and consequently $a^{n+1}-2a^n=0$, or $a-2=0$, or $a=2$; hence $b=2^{n+1}-1$; and the expression a^nb becomes $2^n(2^{n+1}-1)$, where $2^{n+1}-1$ must be a *prime* number. Let $n=1, 2, 3, 4, 5, 6$, &c.; then $2^{n+1}-1=3, 7, 15, 31, 63, 127, 255$, &c., of which the prime numbers are 3, 7, 31, 127, &c., and the corresponding values of n are 1, 2, 4, 6, &c. Hence a system of perfect numbers may be generated in the following manner:

$$\left.\begin{array}{l} 2.(2^2-1)=\ 2\times 3\ \ \ =6 \\ 2^2(2^3-1)=\ 4\times 7\ \ \ =28 \\ 2^4(2^5-1)=16\times 31\ \ =496 \\ 2^6(2^7-1)=64\times 127=8128 \end{array}\right\}$$

and proceeding in this manner, the next perfect number is found to be 33550336.

XLIII.

Permutations and Combinations.

142. By *Permutations* are meant the number of *changes* which any quantities a, b, c, d, &c. may undergo with respect to their order, when taken two and two together, three and three, &c. &c. Thus ab, ac, ad, ba, bc, bd, ca, cb, cd, da, db, dc, are the different permutations of the four quantities a, b, c, d, when taken two and two together; abc, acb, bac, bca, cab, cba, of the three quantities a, b, c, when taken three and three together; &c. &c.

143. By *Combinations* are meant the number of *collections* which may be formed out of the quantities a, b, c, d, e, &c. taken two and two together, three and three together, &c. &c. without having regard to the *order* in which the quantities are arranged in each collection. Thus ab, ac, ad, bc, bd, cd, are the combinations which can be formed out of the four quantities a, b, c, d, taken two and two together; abc, abd, acd, bcd, the combinations which may be formed out of the same quantities, when taken three and three together; &c. &c.

144. Let there be n quantities, a, b, c, d, e, &c., taken two and two together; then, by Art. 142, it appears that there will be $n-1$ permutations in which a stands first; for the same reason there will be $n-1$ permutations in which b stands first; and so of c, d, e, &c. Hence there will be n times $n-1$ permutations of the form ab, ac, ad, ae, &c.; ba, bc, bd, be, &c.; ca, cb, cd, ce, &c.; i. e. "the number of permutations of n things taken two and two is $n\,(n-1)$."

145. If these n quantities be taken three and three together, then there will be $n\,(n-1)\,(n-2)$ permutations. For if $n-1$ be substituted for n in the last article, then the number of permutations of $n-1$ things taken two and two together will be $(n-1)$ $(n-2)$; hence the number of permutations of b, c, d, e, &c., taken two and two together, are $(n-1)\,(n-2)$, and consequently there are $(n-1)\,(n-2)$ permutations of the quantities a, b, c, d, e, &c. taken three and three together, in which a may stand first; for the same reason there are $(n-1)\,(n-2)$ permutations in which b may stand first; and so of c, d, e, &c. The number of permutations of this kind will therefore amount to $n\,(n-1)\,(n-2)$.

146. In the same way it appears that if the number of quantities be n, and they are taken m and m together, the number of permutations will be $n(n-1)\,(n-2)$ &c.....$(n-m+1)$; and if $m=n$, i. e. if the permutations respect all the quantities at once, then (since $n-m=0$) the number of them will be $n(n-1)\,(n-2)$ &c.....2.1. Thus, the number of permutations which might be formed from the letters composing the word VIRTUE are $6\times5\times4\times3\times2\times1=720$.

147. But if, in this latter case, the *same* letter should occur any number of times, then it is evident that we must divide the whole number of permutations by the number of times the permutations are multiplied by having *different* letters instead of the repetition of the same letter. Thus, if the same letter should occur twice, then we must divide by 2×1; if it should occur thrice, we must divide by $3\times2\times1$; if p times, by $1.2.3....p$, and so for any other letter which may occur more than once Hence the general expression for the number of permutations of n things, of which there are p of one kind, r of another, q of

another, &c. &c., is $\frac{n(n-1)(n-2)(n-3)\ldots 2.1}{1.2.3\ldots p\times 1.2.3\ldots r\times 1.2.3\ldots q}$. Thus, the permutations which may be formed by the letters composing the word EASINESS (since S occurs thrice and E twice) are $\frac{8.7.6.5.4.3.2.1}{1.2.3\times 1.2}=3360$.

148. From the expression (in Art. 146) for finding the number of permutations of n things taken m and m together, we immediately deduce the theorem for finding the number of *combinations* of n things taken in the same manner. For the permutations of n things taken two and two together being $n(n-1)$, and each combination admitting of as many permutations as may be made by two things, (which is 2×1,) the number of combinations must be equal to the number of permutations divided by 2; i. e. the number of combinations of n things taken two and two together is $\frac{n(n-1)}{2}$. For the same reason, the combinations of n things taken three and three together must be equal to $\frac{n(n-1)(n-2)}{1.2.3}$; and in general, the combinations of n things taken m and m together must be equal to $\frac{n(n-1)(n-2)\ldots\ldots(n-m+1)}{1.2.3\ldots\ldots m}$.

XLIV.

Unlimited Problems.

149. It has already been observed (Art. 69) that in order to obtain the solution of equations containing any number of unknown quantities, it is necessary that there should be as many equations as there are unknown quantities. If the number of equations be less than that of the unknown quantities, then the number of values of the unknown quantities will be *unlimited*, unless the problem be limited by circumstances. This will be readily understood by taking the simple case of $x+y=10$, where it is evident that the values of x and y may vary through all degrees of fractional and integral magnitude between 0 and 10;

for if $x=\frac{1}{2}$, then $y=9\frac{1}{2}$; if $x=1$, then $y=9$; if $x=1\frac{1}{2}$, then $y=8\frac{1}{2}$, &c. &c.; but if the hypothesis be limited to the integral and positive values of x and y, then the number of answers is limited to nine, for if $x=1, 2, 3, 4, 5, 6, 7, 8$, or 9, then the corresponding values of y are 9, 8, 7, 6, 5, 4, 3, 2, or 1.

150. Suppose now it was required to find all the integral and positive values of x and y in the equation $2x+3y=17$. Here $x=\frac{17-3y}{2}=8+\frac{1}{2}-y-\frac{y}{2}=8-y-\frac{y-1}{2}$; and since x and y are whole numbers, it is evident that $\frac{y-1}{2}$ must be also a whole number. Let $\frac{y-1}{2}=p$; then $y=2p+1$, and $x=(8-y-p=)$ $8-2p-1-p=7-3p$. To make x a positive number, p cannot be taken greater than 2; let $p=0, 1$, or 2, then $x=7, 4$, or 1, and the corresponding values of y $(=2p+1)$ are 1, 3, and 5; so that the number of positive and integral values of x and y are limited to three.

151. Next, let it be required to find the same in the equation $14x-5y=7$. Here $y=\frac{14x-7}{5}=\frac{7(2x-1)}{5}$; and since 5 is not a divisor of 7, $\frac{2x-1}{5}$ must be a whole number (Art. 135.) Let $\frac{2x-1}{5}=p$, then $2x=5p+1$, and $x=2p+\frac{p+1}{2}$; let $\frac{p+1}{2}=q$, then $p=2q-1$. Hence $x=(2p+q=)\ 4q-2+q=5q-2$, and $y=\frac{7(2x-1)}{5}=\frac{7(10q-5)}{5}=14q-7$.

Let $q=1,\ 2,\ 3,\ 4,\ 5$, &c.
then $x=3,\ 8, 13, 18, 23$, &c.
$y=7, 21, 35, 49, 63$, &c.

In this case the positive and integral values of x and y are unlimited.

By attending to the several parts of the process in the two last Articles, the solution of the following questions will be readily understood.

QUESTION 1.

In how many ways may the sum of 5*l.* be paid in crowns and seven-shilling-pieces?

Let x=the number of seven-shilling-pieces, y=the number of crowns; then $7x+5y=100$; $y=\frac{100-7x}{5}=20-x-\frac{2x}{5}$, (where x must be divisible by 5.) Let $\frac{x}{5}=p$, then $x=5p$, and $y=$ $(20-x-\frac{2x}{5}=)$ $20-5p-2p=20-7p$, (where p must evidently be less than 3.) Let $p=1$ or 2, then $x=5$ or 10, and $y=13$ or 6, so that a payment of this sort can only be effected in two ways.

QUESTION 2.

What is the least number of pieces in which a bill of 7*l.* can be paid in half-guineas and seven-shilling-pieces?

Let x=number of half-guineas, y=number of seven-shilling-pieces; then $21x+14y=280$, or $3x+2y=40$, and $y=\frac{40-3x}{2}$ $=20-x-\frac{x}{2}$, (where x must be divisible by 2.) Let $\frac{x}{2}=p$, then $x=2p$, and $y=\frac{40-6p}{2}=20-3p$, (where p must be less than 7.)

Let $p=1,\ 2,\ 3,\ 4,\ 5,$ or 6;
then $x=2,\ 4,\ 6,\ 8,\ 10,$ or 12,
and $y=17,\ 14,\ 11,\ 8,\ 5,$ or 2.

So that the number of ways in which this payment may be made is 6; and the least number of pieces is 14, the greatest 19.

QUESTION 3.

A person owes me seven shillings; he has no other money about him but half-guineas, and I no other but crown-pieces; what is the least number of pieces by which this debt may be settled?

Let x=number of half-guineas, y=number of crowns, then $21x-10y=14$, and $y=\frac{21x-14}{10}=2x-1+\frac{x-4}{10}$. Let $\frac{x-4}{10}$

$=p$, then $x=10p+4$, and $y=(20p+8-1+p=)\ 21p+7$, (where p may be 0, or any whole number whatever.)

Let $p=0, 1, 2, 3, 4,$ &c.
then $x=4, 14, 24, 34, 44,$ &c.
$y=7, 28, 49, 70, 91,$ &c.

So that the least number of pieces is 11, viz. 4 half-guineas and 7 crowns; but the number of ways in which the payment may be effected is unlimited.

Question 4.

It is required to find the least number which, when divided by 19, shall leave the remainder 7, and when divided by 28, the remainder 13.

Let x and y be the quotients arising respectively from such division; then $19x+7=28y+13$, and $x=\frac{28y+6}{19}=y+\frac{9y+6}{19}$ $=y+\frac{3(3y+2)}{19}$, (where $3y+2$ must be divisible by 19.) Let $\frac{3y+2}{19}=p$, then $y=\frac{19p-2}{3}=6p+\frac{p-2}{3}$; put $\frac{p-2}{3}=q$, then $p=3q+2$; and as it is required to find the *least* number which will answer the conditions required, let $q=0$, then $p=2$, $y=6p$ (for $\frac{p-2}{3}=0$) $=12$, $x=\frac{28y+6}{19}=18$, in which case $19x+7$ and $28y+13$ are each equal to 349, which is the number required.

Question 5.

What is the least whole number which, when divided by 5, 6, 7 respectively, shall leave remainders 1, 2, 3?

Let x, y, z be the quotients arising from these divisions; then $5x+1=6y+2=7z+3$. Now $x=\frac{6y+1}{5}=y+\frac{y+1}{5}$; let $\frac{y+1}{5}$ $=p$, then $y=5p-1$, and $6y+2=30p-4=7z+3$; hence $z=$ $\frac{30p-7}{7}=4p-1+\frac{2p}{7}$, (where p must be divisible by 7.) Let $\frac{p}{7}$ $=q$, then $p=7q$, and $z=(4p-1+\frac{2p}{7}=)\ 28q-1+2q=30q-1$.

Let $q=1,\quad 2,\quad 3,\quad$ &c.
then $z=29,\quad 59,\quad 89,\quad$ &c.
and $7z+3=206,\ 416,\ 626,$ &c.

So that the least number which will answer the conditions required is 206.

XLV.

Diophantine Problems.

152. These are a species of unlimited problems, principally respecting square and cube numbers. No general rules can be laid down for the solution of them, but the following examples may serve to give the learner an insight into their nature and the manner of solving them.

EXAMPLE 1.

To find two square numbers whose sum shall also be a square number.

Let x^2 and a^2 represent the two square numbers required; then the values of x^2 and a^2 must be such, that x^2+a^2 may be a square number. Now x^2+a^2 is greater than $(x-a)^2$, (for $(x-a)^2=x^2+a^2-2ax$;) we may therefore assume $x^2+a^2=(mx-a)^2$, where m is some number greater than unity; but if $x^2+a^2=(mx-a)^2=m^2x^2-2max+a^2$, then $x^2=m^2x^2-2max$, or $m^2x-x=2ma$; $\therefore x=\frac{2ma}{m^2-1}$; hence the two numbers required are $\left(\frac{2ma}{m^2-1}\right)^2$ and a^2, where m and a may be any whole numbers whatever; but that $\frac{2ma}{m^2-1}$ may be an integer, it is necessary that $2ma$ be some multiple of m^2-1. Let $m=2$, $a=3$, then the two numbers are 16 and 9, and their sum 25. Let $m=3$, $a=5$, then the two numbers are $\frac{225}{16}$ and 25, whose sum $\frac{625}{16}$ is also a square number. Let $m=3$, $a=8$, then the numbers are 36 and 64, and their sum 100; &c. &c.

Ex. 2.

To find a number (x) such that $x+a$ and $x-a$ shall both be square numbers.

Let $x+a=m^2$, then $x-a=m^2-2a$; assume $m^2-2a=(m-a)^2$ $=m^2-2ma+a^2$, then $-2a=-2ma+a^2$, or $2ma=a^2+2a$; $\therefore m=\frac{a+2}{2}$, and $m^2=\frac{a^2+4a+4}{4}$; hence $x=m^2-a=\frac{a^2+4a+4}{4}$ $-a=\frac{a^2+4}{4}$, where a may be any number whatever; and if it be an *even* number, then x (and consequently $x+a$ and $x-a$) will be a whole number.

Let $a=1$, then $x=\frac{a^2+4}{4}=\frac{5}{4}$; $x+a=\frac{5}{4}+1=\frac{9}{4}$; $x-a=\frac{5}{4}-1=\frac{1}{4}$.

Let $a=2$, then $x=\frac{4+4}{4}=2$; $x+a=2+2=4$; $x-a=0$.

Let $a=3$, then $x=\frac{9+4}{4}=\frac{13}{4}$; $x+a=\frac{13}{4}+3=\frac{25}{4}$; $x-a=\frac{13}{4}-3=\frac{1}{4}$.

Let $a=4$, then $x=\frac{16+4}{4}=5$; $x+a=5+4=9$; $x-a=5-4=1$.

&c. &c. &c. &c.

And this is a general property of square numbers, viz. that if we take any number, square it, add 4 to that square, and then divide the result by 4, it will give such a number, that the sum and difference of it and the original number shall be square numbers.

Ex. 3.

To find three square numbers which shall be in arithmetical progression.

Let the numbers be x^2, y^2, z^2, then $x^2+z^2=2y^2$. Put $x=p+q$ and $z=p-q$, then $x^2+z^2=2p^2+2q^2=2y^2$; $\therefore p^2+q^2=y$, and the question resolves itself into the finding of p and q, such that p^2+q^2 shall be a square number. Let, therefore, (Ex. 1.) $p=\frac{2ma}{m^2-1}$, $q=a$, then

$$x=p+q=\frac{2ma}{m^2-1}+a;$$

$$z=p-q=\frac{2ma}{m^2-1}-a;$$

$$y=\sqrt{p^2+q^2}=\frac{a(m^2+1)}{m^2-1};$$

where a and m may be any numbers whatever. For instance, let $a=3$, $m=2$, then $x=7$, $y=5$, $z=1$, and the square numbers in arithmetical progression are 49, 25, 1. Let $a=8$, $m=3$, then $x=14$, $y=10$, $z=-2$, $\therefore$ the square numbers in arithmetical progression are 196, 100, 4.

XLVI.

The Solution of two Questions relating to Numbers in Geometrical Progression.

153. Let a be the first term, r the common ratio, n the number of terms, and S the sum of a geometric series; then (by Art. 110) $S=\frac{ar^n-a}{r-1}$; and if $a=1$, $S=\frac{r^n-1}{r-1}$. Now let Σ be the sum of the series arising from the successive addition of 1, 2, 3, 4, &c.... n terms of the geometric series; then we shall have

$$S=1+r+r^2+r^3+r^4+\&c.\ldots+r^{n-1}=\frac{r^n-1}{r-1},\text{ and}$$

$$\Sigma=1+(1+r)+(1+r+r^2)+(1+r+r^2+r^3)+\&c.\ldots+(1+r+r^2+r^3+\&c.\ldots+r^{n-1})$$

$$=\frac{r-1}{r-1}+\frac{r^2-1}{r-1}+\frac{r^3-1}{r-1}+\frac{r^4-1}{r-1}+\&c.\ldots+\frac{r^n-1}{r-1}$$

$$=\frac{1}{r-1}[(r-1)+(r^2-1)+(r^3-1)+(r^4-1)+\&c.\ldots+(r^n-1)]$$

$$=\frac{1}{r-1}(r+r^2+r^3+r^4+\&c.\ldots+r^n)-\frac{1}{r-1}(1+1+1+1+\&c.\ldots\text{to } n \text{ terms})$$

$$=\frac{1}{r-1}\left(\frac{r^{n+1}-r}{r-1}\right)-\frac{n}{r-1}=\frac{r^{n+1}-r}{(r-1)^2}-\frac{n}{r-1};$$

of which the following are examples.

I. Let $r=2$, then

$$S=1+2+4+8+16+\&c.\ldots+2^{n-1}=2^n-1.$$
$$\Sigma=1+3+7+15+31+\&c.\ldots+2^n-1=2^{n+1}-(n+2).$$

II. Let $r=3$, then

$$S=1+3+9+27+81+\&c.\ldots+3^{n-1}=\frac{3^n-1}{2}.$$

$$\Sigma=1+4+13+40+121+\&c.\ldots+\frac{3^n-1}{2}=\frac{3^{n+1}-(2n+3)}{4}$$

III. Let $r=4$, then

$$S=1+4+16+64+256+\&c.\ldots+4^{n-1}=\frac{4^n-1}{3}.$$

$$\Sigma=1+5+21+85+341+\&c.\ldots+\frac{4^n-1}{3}=\frac{4^{n+1}-(3n+4)}{9}.$$

&c. &c. &c.

154. Let $\frac{a}{c}+\frac{a+b}{cr}+\frac{a+2b}{cr^2}+\frac{a+3b}{cr^3}+\frac{a+4b}{cr^4}+\&c.$ be an infinite series of fractions whose numerators are in arithmetical and denominators in geometrical progression. For finding its sum, S, this series may be resolved into the following:

$$\frac{a}{c}+\frac{a}{cr}+\frac{a}{cr^2}+\frac{a}{cr^3}+\frac{a}{cr^4}+\&c.\ \textit{ad infinitum}=\frac{ar}{c(r-1)}\ ^{(a)}$$

$$\frac{b}{cr}+\frac{b}{cr^2}+\frac{b}{cr^3}+\frac{b}{cr^4}+\&c.\ \ldots\ldots=\frac{b}{c(r-1)}$$

$$\frac{b}{cr^2}+\frac{b}{cr^3}+\frac{b}{cr^4}+\&c.\ \ldots\ldots=\frac{b}{cr(r-1)}$$

$$\frac{b}{cr^3}+\frac{b}{cr^4}+\&c.\ \ldots\ldots=\frac{b}{cr^2(r-1)}$$

$$\frac{b}{cr^4}+\&c.\ \ldots\ldots=\frac{b}{cr^3(r-1)}$$

&c. &c.

(a) For (by Art. 116) $\frac{a}{c}\left(1+\frac{1}{r}+\frac{1}{r^2}+\frac{1}{r^3}+\&c.\right)=\frac{a}{c}\left(\frac{1}{1-\frac{1}{r}}\right)=\frac{ar}{c(r-1)}.$

$$\frac{b}{c}\left(\frac{1}{r}+\frac{1}{r^2}+\frac{1}{r^3}+\&c.\right)=\frac{b}{c}\left(\frac{\frac{1}{r}}{1-\frac{1}{r}}\right)=\frac{b}{c(r-1)}.$$

$$\frac{b}{c}\left(\frac{1}{r^2}+\frac{1}{r^3}+\frac{1}{r^4}+\&c.\right)=\frac{b}{c}\left(\frac{\frac{1}{r^2}}{1-\frac{1}{r}}\right)=\frac{b}{cr(r-1)}.$$

&c. &c. &c.

Hence $S=\frac{ar}{c(r-1)}+\frac{b}{c(r-1)}(1+\frac{1}{r}+\frac{1}{r^2}+\frac{1}{r^3}+\text{\&c. } ad\ infinitum)$

$$=\frac{ar}{c(r-1)}+\frac{b}{c(r-1)}\times\frac{r}{r-1}=\frac{ar}{c(r-1)}+\frac{br}{c(r-1)^2};$$

of which the following are examples.

I. Let $a=1$, $b=1$, $c=1$, $r=2$, then

$$S=1+\frac{2}{2}+\frac{3}{4}+\frac{4}{8}+\frac{5}{16}+\text{\&c.}=2+2=4.$$

II. Let $a=1$, $b=2$, $c=3$, $r=2$, then

$$S=\frac{1}{3}+\frac{3}{6}+\frac{5}{12}+\frac{7}{24}+\frac{9}{48}+\text{\&c.}=\frac{2}{3}+\frac{4}{3}=2.$$

III. Let $a=2$, $b=3$, $c=5$, $r=3$, then

$$S=\frac{2}{5}+\frac{5}{15}+\frac{8}{45}+\frac{11}{135}+\frac{14}{405}+\text{\&c.}=\frac{6}{10}+\frac{9}{20}=\frac{21}{20}.$$

CHAPTER X.

ON THE BINOMIAL THEOREM, AND SUBJECTS CONNECTED WITH IT.

Sir Isaac Newton's theorem for raising a binomial to any power was given in Chapter III. The index (n) was there supposed to be an integral and positive number; but the great value and importance of this theorem are derived from its being equally true, whether the index be integral or fractional, positive or negative; for this circumstance enables us not only to obtain the roots, as well as powers, of algebraic quantitities in a much more easy manner than by the common processes, but to apply the theorem itself to many very useful and important investigations in the higher branches of analysis.

XLVII.

The General Demonstration of this Theorem.

155. Previously to the investigation of this theorem, it will be necessary to ascertain the *two first terms* and the *general form* of the series which expresses the value of $(1+ax+bx^2+cx^3+\&c.)^n$, whether n be integral or fractional, positive or negative."[a]

I. If n be a *positive whole number*, then, by the ordinary process of involution exhibited in Art. 49, we have

$$\begin{array}{l}
1+\ \ ax+\&c. \\
1+\ \ ax+\&c. \\
\hline
1+\ \ ax+\&c. \\
\quad+\ \ ax+\&c. \\
\hline
1+2ax+\&c. \text{ for the square.} \\
1+\ \ ax+\&c. \\
\hline
1+2ax+\&c. \\
\quad+\ \ ax+\&c. \\
\hline
1+3ax+\&c. \text{ for the cube.} \\
1+\ \ ax+\&c. \\
\hline
\quad\&c. \quad \&c.
\end{array}$$

From which it appears, that in finding the value of $(1+ax+bx^2+\&c.)^n$, the two first terms will be $1+nax$; and from the nature of the process it is evident that the powers of x will increase regularly.

II. If $n=\frac{1}{r}$, then, since the indices of x in the quantity $1+ax+bx^2+cx^3+\&c.$ are all supposed to be *integral* and *positive*, it is evident that the indices of x in the series which expresses the

(a) The general form of a multinomial quantity in which the powers of x regularly ascend is $A+Bx+Cx^2+Dx^3+\&c.$; but this is easily reduced to a form much more simple, yet equally general, by dividing the whole by A; in which case it becomes $1+\frac{B}{A}x+\frac{C}{A}x^2+\frac{D}{A}x^3+\&c.$, or (making $\frac{B}{A}=a$, $\frac{C}{A}=b$, $\frac{D}{A}=c$, &c.,) $1+ax+bx^2+cx^3+\&c.$

rth root of this quantity will be integral and positive also; for if any of the indices in the root were fractional or negative, we should, in the re-composition of the power from the root, have fractional or negative indices also in the power; which is contrary to the supposition.

With respect to the two first terms of the root, it is manifest that the first of them will be unity, and that the second will be such a quantity as, in the re-composition of the power from the root, will give ax for the second term of the power; now, by Case I., this must be such a quantity as when multiplied by r will produce ax, i. e. it must be $\frac{1}{r}ax$. Hence we have

$$(1+ax+bx^2+\&c.)^{\frac{1}{r}}=1+\frac{1}{r}ax+\&c.$$

$$=1+nax+\&c. \text{ since } \frac{1}{r}=n.$$

III. Now let $n=\frac{m}{r}$, then

by involution (Case I.),

$$(1+ax+bx^2+\&c.)^m=1+max+\&c.$$

by extracting the rth root,

$$(1+ax+bx^2+\&c.)^{\frac{m}{r}}=(1+max+\&c.)^{\frac{1}{r}}$$

$$=1+\frac{1}{r}(max)+\&c. \text{ (by Case II.)}$$

$$=1+\frac{m}{r}(ax)+\&c.$$

$$=1+nax+\&c., \text{ as in Cases I. II.}$$

IV. If $n=-s$, where s is either integral or fractional, then

$$(1+ax+bx^2+\&c.)^{-s}=\frac{1}{(1+ax+bx^2+\&c.)^s}$$

$$=\frac{1}{1+sax+\&c.}, \text{ (by Cases I. II. III.)}$$

$$=1-sax+\&c., \text{ by actual division.}$$

$$=1+nax+\&c., \text{ as in former cases.}$$

Hence it appears, that whether n be *integral* or *fractional*, *positive* or *negative*, the first two terms of the series expressing

the value of $(1+ax+bx^2+\&c.)^n$ will be $1+nax$, and that in the subsequent terms the powers of x will be integral and positive.

Now, suppose $a=1$, $b=0$, $c=0$, &c.; then the multinomial quantity $1+ax+bx^2+\&c.$ is reduced to the binomial $1+x$, and we are evidently at liberty to assume

$$(1+x)^n=1+nx+qx^2+rx^3+sx^4+\&c.$$

where q, r, s, &c. are quantities whose values are hereafter to be determined. Hence, also, since $(a+x)^n=a^n\left(1+\dfrac{x}{a}\right)^n$, we have

$$(a+x)^n=a^n(1+\frac{nx}{a}+\frac{qx^2}{a^2}+\frac{rx^3}{a^3}+\&c.)$$
$$=a^n+na^{n-1}x+qa^{n-2}x^2+ra^{n-3}x^3+\&c.$$

156. Now let the trinomial quantity $(1+x+h)^n$ be expanded, first by considering $x+h$ as *one* quantity, and secondly by considering $1+x$ as *one* quantity, and there will arise two series, from the comparison of which the values of q, r, s, &c. may be obtained. Thus,

I. $[1+(x+h)]^n=1+n(x+h)+q(x+h)^2+r(x+h)^3+s(x+h)^4+\&c.$
$$=1+nx+qx^2+rx^3+sx^4+\&c.+nh+2qhx+3rhx^2$$
$$+4shx^3+\&c.\ (A)$$

omitting the higher powers of h, as unnecessary for our purpose.

II. $[(1+x)+h]^n=(1+x)^n+n(1+x)^{n-1}h+\&c.$
$$=1+nx+qx^2+rx^3+sx^4+\&c.+nh[1+(n-1)x+$$
$$q'x^2+r'x^3+s'x^4+\&c.]\ ^{(a)}$$
$$=1+nx+qx^2+rx^3+sx^4+\&c.+nh+n(n-1)hx+$$
$$nq'hx^2+nr'hx^3+\&c.\ (B)$$

Since the series (A) and (B) arise from the expansion of the same quantity, $1+x+h$, they are evidently *equal;* rejecting, therefore, the part common to both, we have

$$2qhx+3rhx^2+4shx^3+\&c.=n(n-1)hx+nq'hx^2+nr'hx^3+\&c.$$

(a) In assuming a series for the value of $(1+x)^{n-1}$, the first two terms (by Art. 155) will be $1+(n-1)x$; and the other coefficients will also be different from those of the series which expresses the value of $(1+x)^n$. To preserve an uniformity of notation, we have made them q', r', s', &c.

and equating the coefficients,[a] we have

$$2q=n(n-1),\ \text{or}\ q=\frac{n(n-1)}{2};$$

$$\text{and by parity of reason, } q'=\frac{(n-1)(n-2)}{2}\ ^{(b)}$$

$$3r=nq'=\frac{n(n-1)(n-2)}{2},\ \text{or}\ r=\frac{n(n-1)(n-2)}{2.3};$$

$$\text{and } r'=\frac{(n-1)(n-2)(n-3)}{2.3}.$$

$$4s=nr'=\frac{n(n-1)(n-2)(n-3)}{2.3},\ \text{or}\ s=\frac{n(n-1)(n-2)(n-3)}{2.3.4},$$

$$\text{and } s'=\frac{(n-1)(n-2)(n-3)(n-4)}{2.3.4}$$

&c. &c. &c.

By substituting the values of p, q, r, &c., thus found, we have $(1+x)^n=$

$$1+nx+\frac{n(n-1)}{2}x^2+\frac{n(n-1)(n-2)}{2.3}x^3+\frac{n(n-1)(n-2)(n-3)}{2.3.4}x^4+\&c.,$$

([a]) This process of equating coefficients requires explanation; for which purpose, let us suppose $a+bx+cx^2+dx^3+$ &c. and $\alpha+\beta x+\gamma x^2+\delta x^3+$ &c. to be two series arising from the different modes of expansion (by *division*, *evolution*, &c.) of the same quantity, or of equal quantities, in which a, b, c, d, &c. and α, β, γ, δ, &c. are *constant* quantities, but x a quantity varying through all degrees of magnitude. Since the two series are equal to one another, whatever be the value of x, let us suppose $x=0$, and we have $a=\alpha$; and these two quantities being invariable, a will always be equal to α for *every* value of x. Now since $a=\alpha$, $bx+cx^2+dx^3+$ &c. must be equal to $\beta x+\gamma x^2+\delta x^3+$ &c.; divide by x, and we have $b+cx+dx^2+$ &c. $=\beta+\gamma x+\delta x^2+$ &c.; suppose again $x=0$, then $b=\beta$, and so on; hence $a=\alpha$, $b=\beta$, $c=\gamma$, $d=\delta$, &c. The same is also true in the equation $(a+bx+cx^2+\&c.)y+Py^2+Qy^3+\&c.=(\alpha+\beta x+\gamma x^2+\&c.)y+P'y^2+Q'y^3+\&c.$; for divide by y, then $a+bx+cx^2+\&c.+Py+Qy^2+\&c.=\alpha+\beta x+\gamma x^2+\&c.+P'y+Q'y^2+\&c.$; let $y=0$, then $a+bx+cx^2+\&c.=\alpha+\beta x+\gamma x^2+\&c.$, and a, b, c, &c. may be proved equal to α, β, γ, &c. respectively, as before.

([b]) For if the coefficient of the third term of the series which expresses the value of $(1+x)^n$ be $\frac{n(n-1)}{2}$, the coefficient of the third term of the series which expresses the value of $(1+x)^{n-1}$ will (by substituting $n-1$ for n) be $\frac{(n-1)(n-2)}{2}$; and so of the rest, r', s', &c.

and $(a+x)^n = a^n + na^{n-1}x + \frac{n(n-1)}{2}a^{n-2}x^2 + \frac{n(n-1)(n-2)}{2.3}a^{n-3}x^3$

$$+ \frac{n(n-1)(n-2)(n-3)}{2.3.4}a^{n-4}x^4 + \&c.$$

So that the series expressing the value of $(a+x)^n$, n being any number whatever, either integral or fractional, positive or negative, observes the same law as that which was deduced in Chap. III., on the supposition of n being a positive whole number.

XLVIII.

Some Observations arising out of the foregoing Theorem.

157. Resuming the notation adopted in Chap. III. we have $(a+b)^n = a^n + na^{n-1}b + \frac{n(n-1)}{2}a^{n-2}b^2 + \frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3 + \&c.$, the mth term of the series being $\frac{n(n-1)(n-2)\ldots(n-m+2)}{1.2.3\ldots(m-1)}a^{n-m+1}b^{m-1}$. Hence, if n be a positive whole number, the series will terminate after $n+1$ terms; for let $m=n+2$, then $n-m+2=0$, and consequently the coefficient which involves the factor $(n-m+2)$ vanishes. Let $m=n+1$, then $n-m+2=1$, $n-m+1=0$, and $m-1=n$; $\therefore$ the $(n+1)$th or last term is $\frac{n(n-1)(n-2)\ldots 3.2.1}{1.2.3\ldots n(n-1)}a^0b^n$, or b^n. If n be fractional or negative, the series will not terminate, and in this case the value of any expanded binomial can only be expressed in the form of an infinite series.

158. If in the series expressing the value of $(a+b)^n$, for b we put $-b$, then those terms which involve the *odd* powers of b will be changed from $+$ to $-$. Hence we have,

$$(a+b)^n = a^n + na^{n-1}b + \frac{n(n-1)}{2}a^{n-2}b^2 + \frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3 + \&c$$

and

$$(a-b)^n = a^n - na^{n-1}b + \frac{n(n-1)}{2}a^{n-2}b^2 - \frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3 + \&c$$

$\therefore$ by addition, $(a+b)^n + (a-b)^n = 2a^n + n(n-1)a^{n-2}b^2 + \&c.$

$$\text{or } \tfrac{1}{2}(a+b)^n + \tfrac{1}{2}(a-b)^n = a^n + \frac{n(n-1)}{2}a^{n-2}b^2 + \&c.$$

by subtraction,

$$(a+b)^n-(a-b)^n=2na^{n-1}b+\frac{n(n-1)(n-2)}{3}a^{n-3}b^3+\&c.$$

or $\frac{1}{2}(a+b)^n-\frac{1}{2}(a-b)^n=na^{n-1}b+\frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3+\&c.$

159. Let $a=1$, $b=1$, then $(a+b)^n=(1+1)^n=2^n$; and since the several powers of a and b are, in this case, each of them equal to 1, we have $1+n+\frac{n(n-1)}{2}+\frac{n(n-1)(n-2)}{2.3}+\&c.=2^n$, i. e the sum of the coefficients of the nth power of any binomial is equal to that power of 2 whose index is n. Thus, for the square, $1+2+1=4=2^2$; for the cube, $1+3+3+1=8=2^3$; for the fourth power, $1+4+6+4+1=16=2^4$; &c. &c. If $a=1$, $b=1$, in the expression $(a-b)^n$, then $(1-1)^n=0$, which shows that the sum of the positive coefficients of $(a-b)^n$ is equal to the sum of the negative ones.

XLIX.

On the Expansion of Series.

160. It has already been observed (Art. 157) that when n is a negative number or a fraction, then the series expressing the value of $(a+b)^n$ does not terminate. Let $n=\frac{m}{r}$, and substitute $\frac{m}{r}$ for n in the series (Art. 156); then

$$(a+b)^{\frac{m}{r}}$$

$$=a^{\frac{m}{r}}+\frac{m}{r}a^{\frac{m}{r}-1}b+\frac{\frac{m}{r}\left(\frac{m}{r}-1\right)}{2}a^{\frac{m}{r}-2}b^2+\frac{\frac{m}{r}\left(\frac{m}{r}-1\right)\left(\frac{m}{r}-2\right)}{2.3}a^{\frac{m}{r}-3}b^3+\&c.$$

$$=a^{\frac{m}{r}}+\frac{ma^{\frac{m}{r}}}{r}\left(\frac{b}{a}\right)+\frac{m(m-r)a^{\frac{m}{r}}}{2r^2}\left(\frac{b^2}{a^2}\right)+\frac{m(m-r)(m-2r)a^{\frac{m}{r}}}{2.3.r^3}\left(\frac{b^3}{a^3}\right)+\&c. \text{ (a)}$$

$$=a^{\frac{m}{r}}\left[1+\frac{m}{r}\left(\frac{b}{a}\right)+\frac{m(m-r)}{2r^2}\left(\frac{b^2}{a^2}\right)+\frac{m(m-r)(m-2r)}{2.3.r^3}\left(\frac{b^3}{a^3}\right)+\&c.\right]$$

(a) This series is derived from the preceding one, by resolving the powers of a into two factors; thus, $a^{\frac{m}{r}-1}=a^{\frac{m}{r}}\times a^{-1}=a^{\frac{m}{r}}\times\frac{1}{a}=\frac{a^{\frac{m}{r}}}{a}$;

$$a^{\frac{m}{r}-2}=a^{\frac{m}{r}}\times a^{-2}=a^{\frac{m}{r}}\times\frac{1}{a^2}=\frac{a^{\frac{m}{r}}}{a^2}.$$

which is a general expression for finding the value of any binomial surd quantity in a series, $\frac{m}{r}$ being either positive or negative, and m and r any whole numbers whatever.

Example 1.

Find the value of $\sqrt[3]{c^3+x^3}$, or $(c^3+x^3)^{\frac{1}{3}}$, in a series.

Here $a=c^3$, $b=x^3$, $m=1$, $r=3$.

$$\therefore a^{\frac{m}{r}}=\sqrt[3]{c^3}=c;$$

$$\frac{m}{r}\left(\frac{b}{a}\right)=\frac{1}{3}\left(\frac{x^3}{c^3}\right)=\frac{x^3}{3c^3};$$

$$\frac{m(m-r)}{2r^2}\left(\frac{b^2}{a^2}\right)=\frac{1(1-3)}{2.3^2}\left(\frac{x^6}{c^6}\right)=-\frac{x^6}{3^2c^6};$$

$$\frac{m(m-r)(m-2r)}{2.3r^3}\left(\frac{b^3}{a^3}\right)=\frac{1(1-3)(1-6)}{2.3.3^3}\left(\frac{x^9}{c^9}\right)=\frac{5x^9}{3^4c^9};$$

&c. &c.

$$\text{Hence } \sqrt[3]{c^3+x^3}=c\left(1+\frac{x^3}{3c^3}-\frac{x^6}{3^2c^6}+\frac{5x^9}{3^4c^9}+\&c.\right)$$

Ex. 2.

Find the value of $\frac{d}{\sqrt{c^2+x^2}}$, or $\frac{d}{(c^2+x^2)^{\frac{1}{2}}}$, or $d(c^2+x^2)^{-\frac{1}{2}}$.

Here $a=c^2$, $b=x^2$, $m=-1$, $r=2$.

$$\therefore a^{\frac{m}{r}}=(c^2)^{-\frac{1}{2}}=c^{-1}=\frac{1}{c};$$

$$\frac{m}{r}\left(\frac{b}{a}\right)=-\frac{1}{2}\left(\frac{x^2}{c^2}\right)=-\frac{x^2}{2c^2};$$

$$\frac{m(m-r)}{2r^2}\left(\frac{b^2}{a^2}\right)=\frac{-1(-1-2)}{2.2^2}\left(\frac{x^4}{c^4}\right)=\frac{3x^4}{2^3c^4};$$

$$\frac{m(m-r)(m-2r)}{2.3r^3}\left(\frac{b^3}{a^3}\right)=\frac{-1(-1-2)(-1-4)}{2.3.2^3}\left(\frac{x^6}{c^6}\right)=-\frac{5x^6}{2^4c^6};$$

&c. &c.

$$\text{Hence } (c^2+x^2)^{-\frac{1}{2}}=\frac{1}{c}\left(1-\frac{x^2}{2c^2}+\frac{3x^4}{2^3c^4}-\frac{5x^6}{2^4c^6}+\&c.\right)$$

$$\text{and } \frac{d}{\sqrt{c^2+x^2}}=\frac{d}{c}\left(1-\frac{x^2}{2c^2}+\frac{3x^4}{2^3c^4}-\frac{5x^6}{2^4c^6}+\&c.\right)$$

Ex. 3.

Find the value of $\frac{1}{(c+x)^2}$, or $(c+x)^{-2}$.

Here $a=c$, $b=x$, $m=-2$, $r=1$.

$$\therefore a^{\frac{m}{r}}=c^{-2}=\frac{1}{c^2};$$

$$\frac{m}{r}\left(\frac{b}{a}\right)=-\frac{2x}{c};$$

$$\frac{m(m-r)}{2r^2}\left(\frac{b^2}{a^2}\right)=\frac{-2(-2-1)}{2}\left(\frac{x^2}{c^2}\right)=\frac{3x^2}{c^2};$$

$$\frac{m(m-r)(m-2r)}{2.3r^3}\left(\frac{b^3}{a^3}\right)=\frac{-2(-2-1)(-2-2)}{2.3}\left(\frac{x^3}{c^3}\right)=-\frac{4x^3}{c^3};$$

&c. &c.

$$\text{Hence } \frac{1}{(c+x)^2}=\frac{1}{c^2}\left(1-\frac{2x}{c}+\frac{3x^2}{c^2}-\frac{4x^3}{c^3}+\&c.\right)$$

This series is easily verified by the division of 1 by $c^2+2cx+x^2$.

Ex. 4.

Find the value of $(c^2-x^2)^{\frac{3}{4}}$.

Here $a=c^2$, $b=-x^2$, $m=3$, $r=4$.

$$\therefore a^{\frac{m}{r}}=\sqrt[4]{c^6}=\sqrt{c^3};$$

$$\frac{m}{r}\left(\frac{b}{a}\right)=\frac{3}{4}\left(-\frac{x^2}{c^2}\right)=-\frac{3x^2}{2^2c^2};$$

$$\frac{m(m-r)}{2r^2}\left(\frac{b^2}{a^2}\right)=\frac{3(3-4)}{2.4^2}\left(\frac{x^4}{c^4}\right)=-\frac{3x^4}{2^5c^4};$$

$$\frac{m(m-r)(m-2r)}{2.3r^3}\left(\frac{b^3}{a^3}\right)=\frac{3(3-4)(3-8)}{2.3.4^3}\left(-\frac{x^6}{c^6}\right)=-\frac{5x^6}{2^7c^6};$$

&c. &c.

$$\text{Hence } (c^2-x^2)^{\frac{3}{4}}=\sqrt{c^3}\left(1-\frac{3x^2}{2^2c^2}-\frac{3x^4}{2^5c^4}-\frac{5x^6}{2^7c^6}-\&c.\right)$$

161. Now let $m=1$, then $(a+b)^{\frac{m}{r}}=(a+b)^{\frac{1}{r}}=\sqrt[r]{a+b}$; and $a^{\frac{m}{r}}=\sqrt[r]{a}$; hence the series in Art. 160 is transformed into

$$\sqrt[r]{a+b}=\sqrt[r]{a}\left[1+\frac{1}{r}\left(\frac{b}{a}\right)+\frac{1-r}{2r^2}\left(\frac{b^2}{a^2}\right)+\frac{(1-r)(1-2r)}{2.3r^3}\left(\frac{b^3}{a^3}\right)+\frac{(1-r)(1-2r)(1-3r)}{2.3.4r^4}\left(\frac{b^4}{a^4}\right)+\&c.\right] \quad (A)$$

Let $a=1$, $b=1$, then

$$\sqrt[r]{2}=1+\frac{1}{r}+\frac{1-r}{2r^2}+\frac{(1-r)(1-2r)}{2.3r^3}+\frac{(1-r)(1-2r)(1-3r)}{2.3.4r^4}+\&c.\ (B)$$

Thus, if $r=2$, then $\sqrt{2}=1+\frac{1}{2}-\frac{1}{2^3}+\frac{1}{2^4}-\frac{5}{2^7}+\frac{7}{2^8}-\frac{3.7}{2^{10}}+\&c.$

If $r=3$, then $\sqrt[3]{2}=1+\frac{1}{3}-\frac{1}{3^2}+\frac{5}{3^4}-\frac{2.5}{3^5}+\frac{2.11}{3^6}\quad\frac{2.7.11}{3^8}+\&c.$

&c. &c.

By means of the series marked (A) the rth root of many other numbers may be found, if a and b be so assumed, that b is a small number with respect to a, and $\sqrt[r]{a}$ a whole number; thus,

Example 1.

Let $a=4$, $b=1$, $r=2$, then $\sqrt[r]{a}=\sqrt{4}=2$, and we have

$$\sqrt{4+1}=\sqrt{5}=2\left(1+\frac{1}{2^3}-\frac{1}{2^7}+\frac{1}{2^{10}}-\frac{5}{2^{15}}+\&c.\right)$$

Ex. 2.

Let $a=8$, $b=1$, $r=3$, then $\sqrt[r]{a}=\sqrt[3]{8}=2$, and we obtain

$$\sqrt[3]{8+1}=\sqrt[3]{9}=2\left(1+\frac{1}{3.8}-\frac{1}{3^2.8^2}+\frac{5}{3^4.8^3}-\frac{2.5}{3^5.8^4}+\&c.\right)$$

Ex. 3.

Let $a=8$, $b=-2$, $r=3$, then $\frac{b}{a}=-\frac{2}{8}=-\frac{1}{4}$, and we have

$$\sqrt[3]{8-2}=\sqrt[3]{6}=2\left(1-\frac{1}{3.4}-\frac{1}{3^2.4^2}-\frac{5}{3^4.4^3}-\frac{2.5}{3^5.4^4}-\&c.\right)$$

The several terms of these series are found by substituting for a, b, and r their values in the general series marked (A) or (B), and then rejecting the factors common to both the numerators and denominators of the fractions. Thus, for instance, to find the seventh term of the series exhibiting the value of $\sqrt{2}$, we take the seventh term of the series marked (B), which is $\frac{(1-r)(1-2r)(1-3r)(1-4r)(1-5r)}{2.3.4.5.6r^6}$; and since $r=2$, the fraction is $-\frac{3.5.7.9}{2.3.4.5.6.2^6}=-\frac{7.9}{2.4.6.2^6}=\left(\text{since }\frac{9}{6}=\frac{3}{2}\right)-\frac{3.7}{2.4.2.2^6}$

$=-\frac{3.7}{2^{10}}$. To find the fifth term of the series expressing the approximate value of $\sqrt[3]{9}$, we take the fifth term of the general series marked (A), which is $\frac{(1-r)(1-2r)(1-3r)}{2.3.4r^4}\left(\frac{b^4}{a^4}\right)$, where $a=8$, $b=1$, and $r=3$; therefore the value of the fraction is $-\frac{2.5.8}{2.3.4.3^4}\left(\frac{1}{8^4}\right)=-\frac{2.5}{3.3^4.8^4}=-\frac{2.5}{3^5.8^4}$. In this manner each term of the second series is calculated.

162. These series converge very fast, so that a few terms would give the rth root of certain numbers with a great degree of accuracy. But a more practical method of finding the higher roots of such numbers, is, by making the number whose root is to be extracted equal to a^r+b, and then assuming $a+x=\sqrt[r]{a^r+b}$, x being some decimal fraction; for in this case $(a+x)^r=a^r+b$, and by expanding $(a+x)^r$ and neglecting all the powers of x after x^2, (being very small compared with the preceding ones,) we have

$$a^r+ra^{r-1}x+r\left(\frac{r-1}{2}\right)a^{r-2}x^2=a^r+b;$$

$$\therefore\ ra^{r-1}x+r\left(\frac{r-1}{2}\right)a^{r-2}x^2=b\ (A),$$ an equation from which the value of x may be found in two ways.

I. By arranging the terms, and dividing by $r\left(\frac{r-1}{2}\right)a^{r-2}$, we have

$$x^2+\frac{2ax}{r-1}=\frac{2b}{r(r-1)a^{r-2}};$$

$$\therefore\ x^2+\frac{2ax}{r-1}+\frac{a^2}{(r-1)^2}=\frac{2b}{r(r-1)a^{r-2}}+\frac{a^2}{(r-1)^2};$$

and by solving the quadratic,

$$x=-\frac{a}{r-1}+\sqrt{\frac{2b}{r(r-1)a^{r-2}}+\frac{a^2}{(r-1)^2}}.$$

Hence $\sqrt[r]{a^r+b}=a+x=\frac{r-2}{r-1}a+\sqrt{\frac{2b}{r(r-1)a^{r-2}}+\frac{a^2}{(r-1)^2}}$, which is HALLEY's Rule, (*Philosophical Transactions*, 1694.)

II. From equation (A) we have $x\left(ra^{r-1}+r\left(\frac{r-1}{2}\right)a^{r-2}x\right)=b$;

$$\therefore\ x=\frac{b}{ra^{r-1}+r\left(\frac{r-1}{2}\right)a^{r-2}x}=\frac{b}{ra^{r-2}}\left(\frac{1}{a+\frac{r-1}{2}x}\right)$$

By a *first* approximation, neglecting the term which involves x, we have $x=\frac{b}{ra^{r-1}}$; substitute this value for x in the fraction $\frac{b}{ra^{r-2}}\left(\frac{1}{a+\frac{r-1}{2}x}\right)$, and we obtain a *second* approximation, which gives

$$x=\frac{b}{ra^{r-2}}\left(\frac{1}{a+\frac{r-1}{2r}\left(\frac{b}{a^{r-1}}\right)}\right)$$

and $\sqrt[r]{a^r+b}=a+x=a+\frac{b}{ra^{r-2}}\left(\frac{1}{a+\frac{r-1}{2r}\left(\frac{b}{a^{r-1}}\right)}\right)$

which is the Rule given by La Croix (*Complément d'Algébre,*) and ascribed to Lambert.

Example 1.

Find an approximate value of the cube root of 67.

Here $67=64+3=4^3+3$; $\therefore\ a=4,\ b=3,\ r=3$. Hence, by the first method, $a+x=\frac{1}{2}a+\sqrt{\frac{b}{3a}+\frac{a^2}{4}}$, or $\sqrt[3]{67}=2+\sqrt{\frac{1}{4}+4}$ $=2+2.0615=4.0615$.

Ex. 2.

Find an approximate value of the fifth root of 30.

Here $30=32-2=2^5-2$; $\therefore\ a=2,\ b=-2,\ r=5$. Hence, by the second method, $a+x=a+\frac{b}{5a^3}\left(\frac{1}{a+\frac{4b}{10a^4}}\right)$, or

$$\sqrt[5]{30}=2-\frac{1}{20}\left(\frac{1}{2-\frac{1}{20}}\right)=2-\frac{1}{39}=\frac{77}{39}=1.9743.$$

The method of finding the rth root of certain numbers, as exhibited in this and the foregoing Article, is a matter rather of curiosity than practical utility, as the rth root of any number whatever may be found with great facility by means of logarithms. This method would be useful, however, in an operation where it was required to express this root in the form of a vulgar fraction, as in the last Example, where we obtained the approximate value of the fifth root of 30 in the shape of the fraction $\frac{77}{39}$.

L.

On the Method of finding the Approximate Ratio of the Powers and Roots of Numbers whose Difference is small.

163. Let $a+x$ and a be two numbers whose difference is x, then $(a+x)^n : a^n :: a^n + na^{n-1}x + \frac{n(n-1)}{2}a^{n-2}x^2 + \frac{n(n-1)(n-2)}{2.3}a^{n-3}x^3 + \&c. : a^n ::$ (dividing each term of the ratio by a^{n-1}) $a + nx + \frac{n(n-1)}{2}\left(\frac{x^2}{a}\right) + \frac{n(n-1)(n-2)}{2.3}\left(\frac{x^3}{a^2}\right) + \&c. : a$.

164. Suppose now that n is not a large number, and that x is very small when compared with a, then the fractions $\frac{x^2}{a}$, $\frac{x^3}{a^2}$, &c. will be small also, and those terms in which they are involved will be very small when compared with the integral part $a+nx$ of the series; in this case, therefore, the ratio of $(a+x)^n : a^n$ approximates to the ratio of $a+nx : a$. Thus the ratio of $(a+x)^2 : a^2$ approximates to the ratio of $a+2x : a$; of $(a+x)^3 : a^3$ to the ratio of $a+3x : a$; &c. &c.; or if $n=\frac{1}{2}$, $\frac{1}{3}$, &c. then the ratio of $\sqrt{a+x} : \sqrt{a}$ approximates to the ratio of $a+\frac{1}{2}x : a$; of $\sqrt[3]{a+x} : \sqrt[3]{a}$ to the ratio of $a+\frac{1}{3}x : a$; &c. &c. For instance, the ratio of the square of 501 to the square of 500 (in which case $a=500$, $x=1$, $n=2$) is $502 : 500$, very nearly; the ratio of the cube of 62 to the cube of 61 is $64 : 61$, very nearly; &c. &c. Again, the ratio of the square root of 501 to the square root of 500 is $500\frac{1}{2} : 500$; and of the cube root of 103 to the cube root of 100 is $101 : 100$, very nearly.

165. If the difference between the two numbers is not very small when compared with the numbers themselves, then the *three* first terms of the series must be taken instead of *two*, in which case the approximate ratio of $(a+x)^n : a^n$ becomes that of $a+nx+\frac{n(n-1)}{2}\left(\frac{x^2}{a}\right) : a$. For instance, let it be required to find a near approximation to the ratio of $\sqrt[3]{11} : \sqrt[3]{10}$, then $a=10$, $x=1$, $n=\frac{1}{3}$, and the approximate ratio becomes that of $10+\frac{1}{3}-\frac{1}{90} : 10$, or of $\frac{900+30-1}{90} : 10$, or of $929 : 900$. By the Theorem in Art. 164, this approximation would be $10\frac{1}{3} : 10$, or $31 : 30$, i. e. $930 : 900$.

Another method, which gives a much nearer approximation, is as follows. Let $S=$ half the sum of the given numbers, and $D=$ half their difference; then (Art. 28) the numbers themselves will be $S+D$ and $S-D$. Hence the ratio of their nth powers is that of $S^n+nS^{n-1}D+\&c. : S^n-nS^{n-1}D+\&c.$, or of $S+nD+\&c. : S-nD+\&c.$, and their *approximate* ratio that of $S+nD : S-nD$. If this method be applied to the last Example, $S=\frac{21}{2}$, $D=\frac{1}{2}$, and the approximate ratio is that of $\frac{21}{2}+\frac{1}{6} : \frac{21}{2}-\frac{1}{6}$, or of $64 : 62$, or of $32 : 31$, which is nearer the truth than that of $929 : 900$, given by the last method.

LI.

On the Method of extracting the nth Root of a Binomial Quadratic Surd.

166. In the expression $x+\sqrt{y}$, let x be a rational quantity and $\sqrt{y}$ a quadratic surd, then $(x+\sqrt{y})^n = x^n + nx^{n-1}\sqrt{y} + n \cdot \frac{n-1}{2}x^{n-2}y + n \cdot \frac{n-1}{2} \cdot \frac{n-2}{3}x^{n-3}y\sqrt{y} + \&c.\ (P)$. Let the sum of the rational terms in the series (P) be equal to a, and of the irrational $=p\sqrt{y}=\sqrt{p^2y}$, which may be expressed in the form

$\sqrt{b}$, $\sqrt{b}$ being a quadratic surd containing the surd $\sqrt{y}$. Hence $(x+\sqrt{y})^n=a+\sqrt{b}$, and $\sqrt[n]{a+\sqrt{b}}=x+\sqrt{y}$; if, therefore, the nth root of a quadratic surd of the form $a+\sqrt{b}$ can be extracted, it may be expressed under the form $x+\sqrt{y}$, whether n be an *odd* or *even* number.

167. Let $\sqrt{x}+\sqrt{y}$ be a binomial quadratic surd, in which $\sqrt{x}$ and $\sqrt{y}$ are surds not reducible to the same irrational part then $(\sqrt{x}+\sqrt{y})^n=$

$$x^{\frac{n}{2}}+nx^{\frac{n-1}{2}}\sqrt{y}+n.\frac{n-1}{2}x^{\frac{n-2}{2}}y+n.\frac{n-1}{2}.\frac{n-2}{3}x^{\frac{n-3}{2}}y\sqrt{y}+\&c. \quad (Q)$$

If n be an *even* number, then the 1st, 3d, 5th, &c. terms of the series (Q) are rational, and the 2d, 4th, 6th, &c. irrational, (Art. 129) and $(\sqrt{x}+\sqrt{y})^n$ may, as before, be expressed under the form $a+\sqrt{b}$, where $\sqrt{b}$ is a quadratic surd containing the surd $\sqrt{xy}$. Hence $(\sqrt{x}+\sqrt{y})^n=a+\sqrt{b}$, or $\sqrt[n]{a+\sqrt{b}}=\sqrt{x}+\sqrt{y}$; and, if the nth root of $a+\sqrt{b}$ can be extracted, it may be expressed under the form $\sqrt{x}+\sqrt{y}$.

168. If n be an *odd* number, then $\frac{n}{2}$, $\frac{n-2}{2}$, &c. are fractions, and $\frac{n-1}{2}$, $\frac{n-3}{2}$, &c., whole numbers; hence the 1st, 3d, 5th, &c. terms of the series (Q) will be surd quantities involving $\sqrt{x}$, and the 2d, 4th, 6th, &c. terms, surd quantities involving $\sqrt{y}$; the series may therefore be expressed under the form $p\sqrt{x}+q\sqrt{y}$ $=\sqrt{p^2x}+\sqrt{q^2y}$, or under the more general form $\sqrt{a}+\sqrt{b}$, where $\sqrt{a}$ and $\sqrt{b}$ are quadratic surds involving the surds $\sqrt{x}$ and $\sqrt{y}$ respectively. In this case, then, $(\sqrt{x}+\sqrt{y})^n=\sqrt{a}+\sqrt{b}$, or $\sqrt[n]{\sqrt{a}+\sqrt{b}}=\sqrt{x}+\sqrt{y}$; and consequently, if the nth root of $\sqrt{a}+\sqrt{b}$ can be extracted, it may be expressed under the form $\sqrt{x}+\sqrt{y}$.

169. Hence it appears that the nth root of $a+\sqrt{b}$ may be expressed under the form $x+\sqrt{y}$, whether n be an odd or an even number; that the nth root of $a+\sqrt{b}$ may also be expressed under the form $\sqrt{x}+\sqrt{y}$, when n is an even number; but that the nth root of $\sqrt{a}+\sqrt{b}$ can be expressed in the form of a binomial

quadratic surd only when n is an odd number, and then under the form $\sqrt{x}+\sqrt{y}$.

170. Suppose now that $\sqrt[n]{a+\sqrt{b}}=x+\sqrt{y}$, then $a+\sqrt{b}=(x+\sqrt{y})^n=x^n+nx^{n-1}\sqrt{y}+n\cdot\frac{n-1}{2}x^{n-2}y+n\cdot\frac{n-1}{2}\cdot\frac{n-2}{3}x^{n-3}y\sqrt{y}$ $+\&c.$; $\therefore$ by Art. 132, $a=x^n+n\cdot\frac{n-1}{2}x^{n-2}y+\&c.$, and $\sqrt{b}=nx^{n-1}\sqrt{y}+n\cdot\frac{n-1}{2}\cdot\frac{n-2}{3}x^{n-3}y\sqrt{y}+\&c.$; hence $a-\sqrt{b}=x^n$ $-nx^{n-1}\sqrt{y}+n\cdot\frac{n-1}{2}x^{n-2}y-n\cdot\frac{n-1}{2}\cdot\frac{n-2}{3}x^{n-3}y\sqrt{y}+\&c.=(x-\sqrt{y})^n$, or $\sqrt[n]{a-\sqrt{b}}=x-\sqrt{y}$; from which it appears that if $\sqrt[n]{a+\sqrt{b}}=x+\sqrt{y}$, then will $\sqrt[n]{a-\sqrt{b}}=x-\sqrt{y}$.

In the same manner, if $\sqrt[n]{\sqrt{a}+\sqrt{b}}=\sqrt{x}+\sqrt{y}$, where n is an *even* number, it may be shown that $\sqrt[n]{a-\sqrt{b}}=\sqrt{x}-\sqrt{y}$.

171. Let $\sqrt[n]{\sqrt{a}+\sqrt{b}}=\sqrt{x}+\sqrt{y}$ (n being an *odd* number,) then $\sqrt{a}+\sqrt{b}=(\sqrt{x}+\sqrt{y})^n=x^{\frac{n}{2}}+nx^{\frac{n-1}{2}}\sqrt{y}+n\cdot\frac{n-1}{2}x^{\frac{n-2}{2}}y+$ $n\cdot\frac{n-1}{2}\cdot\frac{n-2}{3}x^{\frac{n-3}{2}}y\sqrt{y}+\&c.$; hence, by Art. 132, (since $\sqrt{a}$ is a quadratic surd involving $\sqrt{x}$, and $\sqrt{b}$ a quadratic surd involving $\sqrt{y}$) $\sqrt{a}=x^{\frac{n}{2}}+n\cdot\frac{n-1}{2}x^{\frac{n-2}{2}}y+\&c.$, and $\sqrt{b}=nx^{\frac{n-1}{2}}\sqrt{y}$ $+n\cdot\frac{n-1}{2}\cdot\frac{n-2}{3}x^{\frac{n-3}{2}}y\sqrt{y}+\&c.$; $\therefore$ $\sqrt{a}-\sqrt{b}=x^{\frac{n}{2}}-nx^{\frac{n-1}{2}}\sqrt{y}$ $+n\cdot\frac{n-1}{2}x^{\frac{n-2}{2}}y-n\cdot\frac{n-1}{2}\cdot\frac{n-2}{3}x^{\frac{n-3}{2}}y\sqrt{y}+\&c.=(\sqrt{x}-\sqrt{y})^n$, or $\sqrt[n]{\sqrt{a}-\sqrt{b}}=\sqrt{x}-\sqrt{y}$; from which it follows, that if $\sqrt[n]{\sqrt{a}+\sqrt{b}}=\sqrt{x}+\sqrt{y}$, then $\sqrt[n]{\sqrt{a}-\sqrt{b}}=\sqrt{x}-\sqrt{y}$.

Suppose now that $A+B$ is a binomial quadratic surd, one or both of whose terms is irrational, then, from what has been shown, it appears that if A and B are both irrational, the nth root

of $A+B$ can be extracted only when n is an *odd* number; but if A be rational, then the nth root of $A+B$ may be extracted, whether n be an *odd* or an *even* number. In the following Rule for extracting the nth root of $A+B$, the two terms are supposed to be so arranged that A is greater than B; and it consists of two cases, depending upon the value of A^2-B^2.

Case I.

When A^2-B^2 is a complete nth power; i. e. when $A^2-B^2=a^n$, or $\sqrt[n]{A^2-B^2}=a$, a being some whole number.

$$\text{Assume } \sqrt[n]{A+B}=\sqrt{x}+\sqrt{y}\ (R),$$

then (by Art. 170 or 171) $\sqrt[n]{A-B}=\sqrt{x}-\sqrt{y}\ (S)$;

$$\therefore \sqrt[n]{A^2-B^2}\ (a)=x-y.$$

By squaring equation (R), $\sqrt[n]{A^2+B^2+2AB}=x+y+2\sqrt{xy}$;

By squaring equation (S), $\sqrt[n]{A^2+B^2-2AB}=x+y-2\sqrt{xy}$;

$\therefore \sqrt[n]{A^2+B^2+2AB}+\sqrt[n]{A^2+B^2-2AB}=2x+2y=$ some *whole number*. Now let

$$\sqrt[n]{A^2+B^2+2AB}=p+f,$$

where p is the nearest whole number *less* than the true root, and consequently f a proper fraction; and let

$$\sqrt[n]{A^2+B^2-2AB}=q-f',$$

where q is the nearest whole number *greater* than the true root, and consequently f' a proper fraction.

Then $\sqrt[n]{A^2+B^2+2AB}+\sqrt[n]{A^2+B^2-2AB}=p+q+f-f'=2x+2y=$ a whole number.

$$\therefore f-f'=0,\text{[a]} \text{ or } f=f';$$

$$\text{hence } \sqrt[n]{A^2+B^2+2AB}+\sqrt[n]{A^2+B^2-2AB}=p+q.$$

(a) Since f and f' are both *proper* fractions, it is evident that $f-f'$ cannot be a whole number, and consequently $p+q+f-f'$ cannot be a whole number, unless $f-f'=0$, or $f=f'$.

Let $p+q=t$, then

$$\left.\begin{array}{r}2x+2y=t, \text{ or } x+y=\frac{1}{2}t\\ \text{but } x-y=a\end{array}\right\}\begin{array}{l}\therefore\ 2x=\frac{1}{2}t+a, \text{ and } \sqrt{x}=\frac{1}{2}\sqrt{t+2a},^{(a)}\\ 2y=\frac{1}{2}t-a, \text{ and } \sqrt{y}=\frac{1}{2}\sqrt{t-2a}.\end{array}$$

Hence $\sqrt[n]{A\pm B}=\sqrt{x}\pm\sqrt{y}=\frac{1}{2}\sqrt{t+2a}\pm\frac{1}{2}\sqrt{t-2a}$.

Case II.

When A^2-B^2 is not a complete nth power.

In this case let C be so assumed as to make $(A^2-B^2)C$ a com plete nth power, i. e. let $(A^2-B^2)C=a^n$, or $\sqrt[n]{(A^2-B^2)C}=a$; then assume

$$\sqrt[n]{(A+B)\sqrt{C}}=\sqrt{x}+\sqrt{y}, \text{ or } \sqrt[n]{A+B}=\frac{\sqrt{x}+\sqrt{y}}{\sqrt[2n]{C}};$$

$$\therefore\ \sqrt[n]{(A-B)\sqrt{C}}=\sqrt{x}-\sqrt{y};$$

$$\text{or } \sqrt[n]{(A^2-B^2)C}\ (a)=x-y;$$

and $\sqrt[n]{(A^2+B^2+2AB)C}+\sqrt[n]{(A^2+B^2-2AB)C}=2x+2y=t$.

From which we deduce, as before,

$$\sqrt{x}\pm\sqrt{y}=\tfrac{1}{2}\sqrt{t+2a}\pm\tfrac{1}{2}\sqrt{t-2a};$$

$$\therefore\ \sqrt[n]{A\pm B}=\frac{\sqrt{x}\pm\sqrt{y}}{\sqrt[2n]{C}}=\frac{\sqrt{t+2a}\pm\sqrt{t-2a}}{2\sqrt[2n]{C}}.$$

Example 1.

Find the cube root of $26+15\sqrt{3}$.

$$\left.\begin{array}{r}\text{Here } A=26\\ B=15\sqrt{3}\end{array}\right\}\ \therefore\ A^2-B^2=676-675=1, \text{ and } a=1.$$

$$\sqrt[3]{A^2+B^2+2AB}=\sqrt[3]{676+675+780\sqrt{3}}=13+f,$$

$$\sqrt[3]{A^2+B^2-2AB}=\sqrt[3]{676+675-780\sqrt{3}}=1-f;$$

$$\therefore\ t=13+1=14.$$

Hence $\sqrt[3]{A+B}=\frac{1}{2}\sqrt{t+2a}+\frac{1}{2}\sqrt{t-2a}=\frac{1}{2}\sqrt{16}+\frac{1}{2}\sqrt{12}=2+\sqrt{3}$.

(a) For $4x=t+2a$; $\therefore\ 2\sqrt{x}=\sqrt{t+2a}$, and $\sqrt{x}=\frac{1}{2}\sqrt{t+2a}$. In the same manner it may be shown that $\sqrt{y}=\frac{1}{2}\sqrt{t-2a}$.

Ex. 2.

Find the cube root of $9\sqrt{3}-11\sqrt{2}$.

Here $\left.\begin{array}{l} A=\ \ 9\sqrt{3} \\ B=11\sqrt{2} \end{array}\right\}$ $\therefore A^2-B^2=243-242=1$, and $\alpha=1$

$$\sqrt[3]{A^2+B^2+2AB}=\sqrt[3]{243+242+198\sqrt{6}}=9+f,$$

$$\sqrt[3]{A^2+B^2-2AB}=\sqrt[3]{243+242-198\sqrt{6}}=1-f.$$

Hence $t=9+1=10$, and $\frac{1}{2}\sqrt{t+2\alpha}-\frac{1}{2}\sqrt{t-2\alpha}=\frac{1}{2}\sqrt{12}-\frac{1}{2}\sqrt{8}$ $=\sqrt{3}-\sqrt{2}$.

$$\therefore \sqrt[3]{A-B}=\sqrt{3}-\sqrt{2}.$$

Ex. 3.

Find the cube root of $8+4\sqrt{5}$, or $4\sqrt{5}+8$.

Here $\left.\begin{array}{l} A=4\sqrt{5} \\ B=8 \end{array}\right\}$ $\therefore A^2-B^2=80-64=16$, which is not a cube number, and the least number which, multiplied into it, will produce a cube number is 4,[a] $\therefore C=4$, and $(A^2-B^2)C$ $=16\times4=64$; hence $\alpha^3=64$, and $\alpha=4$.

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[a] In finding the *least* number by which a given number (a) must be multiplied so as to give a product which shall be a complete nth power, it may be observed, that if a be a *prime* number, it must always be multiplied by a^{n-1}; thus, there is no other number by which 3 can be multiplied to make it a *cube* number, but 3^2 or 9, which gives the product 27; nor is there any other number by which 5 can be multiplied to make it a *biquadrate* number, but 5^3 or 125, which gives the product 625. But if the given number is resolvable into factors, one or more of which are *square*, *cube*, &c. numbers, then a *less* number than a^{n-1} will answer the purpose. Thus, $12=3\times4=3\times2^2$; and if 3×2^2 be multiplied by $3^2\times2$, it gives $3^3\times2^3$, which is the cube of 3×2; i. e. if 12 be multiplied by 18 it gives 216, the cube of 6. Or in general, if the given number (a) be resolvable into factors α, β, γ, &c. such that $a=\alpha^m\beta^p\gamma^q$ &c., then if this number be multiplied by $\alpha^{n-m}\beta^{n-p}\gamma^{n-q}$ &c. it gives $\alpha^n\beta^n\gamma^n$ &c. which is the nth power of $\alpha\beta\gamma$ &c Thus, $360=8\times9\times5=2^3\times3^2\times5$; here $m=3$, $p=2$, $q=1$; and if it be required to find a multiplier which should make it a *biquadrate* number, then $n=4$, $\therefore n-m=1$, $n-p=2$, $n-q=3$; hence the multiplier is $2\times3^2\times5^3$ $=2250$, and we have $360\times2250=810000$, which is the fourth power of $2\times3\times5$ or 30. If one or more of the indices m, p, q, &c. be *greater* than n, then, in finding the multiplier, such multiples of n must be taken as to make the indices of all the factors in the multiplier *positive;* thus, if m be greater than n but less than $2n$, then the multiplier to be taken is $\alpha^{2n-m}\beta^{n-p}\gamma^{n-q}$, which gives for the product of it and $\alpha^m\beta^p\gamma^q$ the quantity $\alpha^{2n}\beta^n\gamma^n$, which is the nth power of $\alpha^2\beta\gamma$.

Now $\sqrt[3]{(A^2+B^2+2AB)C}=\sqrt[3]{(80+64+64\sqrt{5})4}=10+f$,

$$\sqrt[3]{(A^2+B^2-2AB)C}=\sqrt[3]{(80+64-64\sqrt{5})4}=2-f;$$

$$\therefore t=10+2=12.$$

and $\dfrac{\sqrt{t+2a}+\sqrt{t-2a}}{2\sqrt[2n]{C}}=\dfrac{\sqrt{20}+\sqrt{4}}{2\sqrt[3]{4}}=\dfrac{2\sqrt{5}+2}{2\sqrt[3]{4}}=\dfrac{\sqrt{5}+1}{\sqrt[3]{2}}$.

Hence $\sqrt[3]{4\sqrt{5}+8}=\dfrac{\sqrt{5}+1}{\sqrt[3]{2}}$.

LII.

On the Method of reverting a Series.

Let $x=ay+by^2+cy^3+dy^4+$&c., where the value of x is expressed in a series containing the powers of y; by the *reversion* of the series is meant such an operation as shall exhibit the value of y in a series containig the powers of x.

173. Previously to the reversion of a series, it will be necessary to show the manner in which it may be raised to any power (n). This is done by separating the first term from the rest, and then applying the binomial theorem to the involution of the series so transformed; thus

$$(ax+bx^2+cx^3+dx^4+\&c.)^n=\overline{ax+(bx^2+cx^3+dx^4+\&c.)}|^n$$

$$=a^nx^n+na^{n-1}x^{n-1}(bx^2+cx^3+dx^4+\&c.)+\frac{n(n-1)}{2}a^{n-2}x^{n-2}(bx^2+cx^3+\&c.)^2$$

$$+\frac{n(n-1)(n-2)}{2.3}a^{n-3}x^{n-3}(bx^2+\&c.)^3+\&c.$$

$$=a^nx^n+na^{n-1}x^{n-1}(bx^2+cx^3+dx^4+\&c.)+\frac{n(n-1)}{2}a^{n-2}x^{n-2}(b^2x^4+2bcx^5+\&c.)$$

$$+\frac{n(n-1)(n-2)}{2.3}a^{n-3}x^{n-3}(b^3x^6+\&c.)+\&c.$$

$$=a^nx^n+na^{n-1}bx^{n+1}+\left.\begin{matrix}na^{n-1}c\\ +\frac{n(n-1)}{2}a^{n-2}b^2\end{matrix}\right\}x^{n+2}+\left.\begin{matrix}+na^{n-1}d\\ +n(n-1)a^{n-2}bc\\ +\frac{n(n-1)(n-2)}{2.3}a^{n-3}b^3\end{matrix}\right\}x^{n+3}+\&c.$$

174. Let us now suppose the following equation to be true, *whatever* be the value of x, viz.

$$ax+bx^2+cx^3+dx^4+\&c.=\alpha x+\beta x^2+\gamma x^3+\delta x^4+\&c.$$

Then, by transposition, we have

$$(a-\alpha)x+(b-\beta)x^2+(c-\gamma)x^3+(d-\delta)x^4+\&c.=0\ (B).$$

Now whatever is true in the original equation must also be true in the transposed equation; but it has already been proved with respect to the former equation, (Note (*), p. 178,) that $a=\alpha$; $b-\beta$; $c=\gamma$; $d=\delta$; &c.; hence $a-\alpha=0$; $b-\beta=0$; $c-\gamma=0$; $d-\delta=0$: &c.; from which it follows, that if an equation of the form (B) be true for *any* value of x, its coefficients will all become equal to 0 at the same time.

175. Resuming the equation $x=ay+by^2+cy^3+dy^4+\&c.$, let it be required to find the value of y in terms of x. Transpose x to the other side of the equation, then $ay+by^2+cy^3+dy^4+\&c.-x=0$. Assume $y=\alpha x+\beta x^2+\gamma x^3+\delta x^4+\&c.$; and finding the value of the successive powers of y, by Art. 173, we have

$$\left.\begin{array}{ll}
ay= & a\alpha x+a\beta x^2+a\gamma x^3+a\delta x^4+\&c. \\
by^2= & \left.\begin{array}{l} b\alpha^2x^2+2b\alpha\beta x^3+2b\alpha\gamma x^4+\&c. \\ \qquad\qquad\qquad +b\beta^2x^4+\&c. \end{array}\right\} \\
cy^3= & \ldots\ldots\ c\alpha^3x^3+3c\alpha^2\beta x^4+\&c. \\
dy^4= & \ldots\ldots\ldots\ldots\ d\alpha^4x^4+\&c. \\
\&c.= & \ldots\ldots\ldots\ldots\ldots\ +\&c. \\
-x= & -x
\end{array}\right\}=0.$$

Hence, by Art. 174, $a\alpha-1=0$, or $\alpha=\dfrac{1}{a}$;

$$a\beta+b\alpha^2=0,\text{ or }\beta=-\frac{b\alpha^2}{a}=-\frac{b}{a^3};$$

$$a\gamma+2b\alpha\beta+c\alpha^3=0,\text{ or }\gamma=\frac{-2b\alpha\beta-c\alpha^3}{a}=\frac{b2^2-ac}{a^5};$$

$$a\delta+2b\alpha\gamma+b\beta^2+3c\alpha^2\beta+d\alpha^4=0,\text{ or }\delta=\frac{-2b\alpha\gamma-b\beta^2-3c\alpha^2\beta-d\alpha^4}{a}$$

$$=\frac{-5b^3+5abc-a^2d}{a^7};$$

&c.=&c.

Substituting these values for α, β, γ, δ, &c., then

$$y=\frac{x}{a}-\frac{bx^2}{a^3}+\frac{(2b^2-ac)x^3}{a^5}-\frac{(5b^3-5abc+a^2d)x^4}{a^7}+\text{\&c.}$$

and if $a=1$, or $x=y+by^2+cy^3+dy^4+$&c., then

$$y=x-bx^2+(2b^2-c)x^3-(5b^3-5bc+d)x^4+\text{\&c.}\ (A).$$

176. In the following chapter it will be shown, that if l be the logarithm of the number $1+n$, $l=n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+$&c.; suppose, therefore, it was required to find the *number* in terms of the *logarithm*, i. e. to find n in terms of l, then, comparing the equation $l=n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+$&c. with the equation $x=y+by^2+cy^3+dy^4+$&c. and substituting l for x and n for y in the equation (A), we should have

$$n=l-bl^2+(2b^2-c)l^3-(5b^3-5bc+d)l^4+\text{\&c.}$$

where $b=-\frac{1}{2}$, $c=\frac{1}{3}$, $d=-\frac{1}{4}$, &c.

$$\text{Hence } -b=\frac{1}{2},$$

$$2b^2-c=\frac{1}{2}-\frac{1}{3}=\frac{1}{2.3},$$

$$-(5b^3-5bc+d)=\frac{5}{8}-\frac{5}{6}+\frac{1}{4}=\frac{15-20+6}{24}=\frac{1}{2.3.4}$$

&c. &c.

$$\therefore n=l+\frac{l^2}{2}+\frac{l^3}{2.3}+\frac{l^4}{2.3.4}+\text{\&c.};$$

$$\text{and } 1+n=1+l+\frac{l^2}{2}+\frac{l^3}{2.3}+\frac{l^4}{2.3.4}+\text{\&c.}$$

CHAPTER XI.

ON LOGARITHMS, AND SUBJECTS CONNECTED WITH THEM

LIII.

Definition and Properties of Logarithms.

177. In the two following series of quantities a^x, $a^{x'}$, $a^{x''}$, $a^{x'''}$, &c. (A); x, x', x'', x''', &c. (B); where a is some given number, and x, x', x'', x''', &c. any variable quantities whatever, the several terms of the series (B) are called the logarithms of the several terms corresponding to them in the series (A). Thus if $a^x=y$, $a^{x'}=y'$, $a^{x''}=y''$, &c. then $x=\log. y$; $x'=\log. y'$; $x''=\log. y''$; &c.

178. In adapting the series (A) to the numbers 1, 2, 3, 4, 5, 6, &c. the given number a must be greater than unity, the first index x must be equal to 0, and the several indices x', x'', x''', &c. must keep continually increasing. For in this case, since (by Art. 66.) $a^0=1$, this series will increase from 1 to infinity; and by properly adjusting the values of x', x'', x''', &c. it is evident that the several quantities $a^{x'}$, $a^{x''}$, $a^{x'''}$, &c. may be made to coincide with the numbers 2, 3, 4, 5, 6, &c. For instance, let $a=10$, then (since $10^0=1$ and $10^1=10$), the indices of 10 which would give $10^{x'}$, $10^{x''}$, $10^{x'''}$, &c. equal to the numbers 2, 3, 4, 5, &c. must be fractions between 0 and 1.

Take for example the number 5. Now $10^{\frac{2}{3}}=\sqrt[3]{10^2}=\sqrt[3]{100}=4.64$; from which we infer, that a fraction (x') somewhat greater than $\frac{2}{3}$ (=.666666, &c.) being made the index of 10, would give $10^{x'}=5$; this fraction is found by calculation to be .6989700 very nearly; hence $10^{.6989700}=5$; i. e. when $a=10$, the logarithm of 5 is .6989700.

179. From hence it appears that the logarithm of any given number will depend upon the value of a, and that different sys-

tems of logarithms would be formed by assuming it equal to different numbers, but that (since $a^0=1$) in every system the logarithm of *one* would be 0. This constant quantity a, from whose powers the natural numbers are formed, is called the *base* of the system to which it belongs. But before we proceed to calculate a system of logarithms, it will be proper to explain some of their properties.

180. Let N and n be any two numbers belonging to the series (A); let N (for instance) $=a^x$, and $n=a^{x''''}$; then $Nn=a^x\times a^{x''''}=a^{x+x''''}$; but by Art. 177, the logarithm of $a^{x+x''''}$ is $x+x''''$, $\therefore$ the logarithm of $Nn=x+x''''=\log.\ a^x+\log.\ a^{x''''}=\log.\ N+\log.\ n$. In the same manner, if n, n', n'', n''', &c. be any set of numbers belonging to the series (A), it might be shown that the logarithm of $nn'n''n'''$, &c.$=\log.\ n+\log.\ n'+\log.\ n''+\log.\ n'''+$&c.; i. e. "the logarithm of the product of any number of factors is equal to the sum of their logarithms."

181. Again, $\frac{N}{n}=\frac{a^x}{a^{x''''}}=a^{x-x''''}$; but the logarithm of $a^{x-x''''}=x-x''''$; $\therefore$ the logarithm of $\frac{N}{n}=x-x''''=\log.\ a^x-\log.\ a^{x''''}=\log.\ N-\log.\ n$; from hence it appears that "the logarithm of the quotient of any two numbers is equal to the difference of their logarithms; and that the logarithm of a fraction $\frac{N}{n}$ is equal to the logarithm of its numerator minus the logarithm of its denominator." If N be less than n, then $\log.\ N-\log.\ n$ is *negative*; consequently the logarithms of all *proper* fractions are negative quantities.

182. Let $N=a^x$ be raised to the mth power, then $N^m=a^{mx}$; but the logarithm of $a^{mx}=mx$; hence the logarithm of $N^m=mx=m.\ \log.\ a^x=m.\ \log.\ N$; for the same reason, since $\sqrt[m]{N}=N^{\frac{1}{m}}=a^{\frac{x}{m}}$ the logarithm of $\sqrt[m]{N}=\frac{x}{m}=\frac{\log.\ N}{m}$; from which we infer that "the logarithm of the mth power of any number is found by multiplying its logarithm by m; and of the mth root of any number, by dividing its logarithm by m."

183. If the series (A) consists of quantities of the form a^x, a^{2x}, a^{3x}, a^{4x}, &c.....a^{nx}, then the corresponding terms of the series (B) are x, $2x$, $3x$, $4x$, &c.....nx; i.e. "if a series of quantities be in geometrical progression, their logarithms will be in arithmetical progression."

LIV.

On the Method of finding the Logarithm of any given Number.

184. Let $1+n$ be any number in the common arithmetical scale, and x its logarithm, then, Art. 177, $a^x=1+n$; and let $a=1+b$; then, to find the logarithm of $1+n$, we have only to solve the equation $(1+b)^x=1+n$, where x is the unknown quantity.

Let both sides of this equation be raised to the power h,

then $\qquad (1+b)^{hx}=(1+n)^h$, or

$$1+hxb+\frac{hx(hx-1)}{2}b^2+\frac{hx(hx-1)(hx-2)}{2.3}b^3+\&c.$$

$$=1+hn+\frac{h(h-1)}{2}n^2+\frac{h(h-1)(h-2)}{2.3}n^3+\&c.$$

rejecting 1 from each side of the equation and dividing by h, we have

$$x(b+\frac{hx-1}{2}b^2+\frac{(hx-1)(hx-2)}{2.3}b^3+\&c.$$

$$=n+\frac{h-1}{2}n^2+\frac{(h-1)(h-2)}{2.3}n^3+\&c.$$

Now let $h=0$, and we have

$$x(b-\tfrac{1}{2}b^2+\tfrac{1}{3}b^3-\tfrac{1}{4}b^4+\&c.)=n-\tfrac{1}{2}n^2+\tfrac{1}{3}n^3-\tfrac{1}{4}n^4+\&c.$$

$$\text{or } x=\log.(1+n)=\frac{n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+\&c.}{b-\frac{1}{2}b^2+\frac{1}{3}b^3-\frac{1}{4}b^4+\&c.}$$

$$=\frac{n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+\&c.}{(a-1)-\frac{1}{2}(a-1)^2+\frac{1}{3}(a-1)^3-\&c.}$$

$=M(n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+\&c.)$, if we make

$\dfrac{1}{(a-1)-\frac{1}{2}(a-1)^2+\frac{1}{3}(a-1)^3-\&c.}$ equal to M.

185. But the series which thus expresses the value of x in terms of n, will either diverge, or not converge so quickly as to make the summation of a few terms of it a sufficient approximation to that value, unless n be a *fraction* of a proper degree of smallness. Let, therefore, $n=\frac{1}{N-1}$, where N may be any number greater than 2, then

$$\frac{1+n}{1-n}=\frac{1+\frac{1}{N-1}}{1-\frac{1}{N-1}}=\frac{N}{N-2}$$

and $\log.(1+n)-\log.(1-n)=\log.N-\log.(N-2)$.

$$\text{Now } \log.(1+n)=M(n-\tfrac{1}{2}n^2+\tfrac{1}{3}n^3-\tfrac{1}{4}n^4+\tfrac{1}{5}n^5-\&c.)$$

and, substituting $-n$ for n,

$$\log.(1-n)=M(-n-\tfrac{1}{2}n^2-\tfrac{1}{3}n^3-\tfrac{1}{4}n^4-\tfrac{1}{5}n^5-\&c.)$$

Hence, by subtraction,

$$\log.(1+n)-\log.(1-n)=2M(n+\tfrac{1}{3}n^3+\tfrac{1}{5}n^5+\&c.)$$

$$\text{or } \log.N-\log.(N-2)=2M\left(\frac{1}{N-1}+\frac{1}{3(N-1)^3}+\frac{1}{5(N-1)^5}+\&c.\right)$$

from which we have

$$\log.N=2M\left(\frac{1}{N-1}+\frac{1}{3(N-1)^3}+\frac{1}{5(N-1)^5}+\&c.\right)+\log.(N-2)$$

which is a very commodious series for constructing a table of logarithms, when some value has been assigned to M.

LV.

On the Method of constructing Logarithmic Tables.

186. Since a may be arbitrarily assumed, let us first suppose it to be such that $\frac{1}{(a-1)-\frac{1}{2}(a-1)^2+\frac{1}{3}(a-1)^3-\&c.}$ (or M)$=1$; in which case the equation in the foregoing Article becomes

$$\log.N=2\left(\frac{1}{N-1}+\frac{1}{3(N-1)^3}+\frac{1}{5(N-1)^5}+\&c.\right)+\log.(N-2).$$

But since N must be some number greater than 2, we must find the logarithm of 2 before we can proceed to the actual calculation of a table of logarithms. Now this may be done by making $N=4$ in the first instance, for then we have

$$\log.4=\log.2^2=2\log.2=2\left(\frac{1}{3}+\frac{1}{3.3^3}+\frac{1}{5.3^5}+\&c.\right)+\log.2\,;$$

and by subtracting log. 2 from each side of the equation, we have

$$\log.2=2\left(\frac{1}{3}+\frac{1}{3.3^3}+\frac{1}{5.3^5}+\&c.\text{ to 7 terms}\right)=0.6931472.$$

Having thus obtained the logarithm of 2, we are enabled to construct a table of logarithms, by substituting in the foregoing series all the *prime* numbers for N in succession, and availing ourselves of the properties of logarithms for finding the logarithms of all other numbers. Thus,

log.

$1=$ 0.0000000

$2=$ 0.6931472

$3=2\left(\frac{1}{2}+\frac{1}{3.2^3}+\frac{2}{5.2^5}+\&c.\text{ to 10 terms}\right)+\log.1\ (0)=1.0986123$

$4=2\log.2$ . . . . $=1.3862944$

$5=2\left(\frac{1}{4}+\frac{1}{3.4^3}+\frac{1}{5.4^5}+\&c.\text{ to 6 terms}\right)+\log.3$ $=1.6094379$

$6=\log.3+\log.2$ . . . . $=1.7917595$

$7=2\left(\frac{1}{6}+\frac{1}{3.6^3}+\frac{1}{5.6^5}+\frac{1}{7.6^7}\right)+\log.5$ . . . . . $=1.9459101$

$8=\log.4+\log.2$, or $\log.2^3=3\log.2$ . . . $=2.0794415$

$9=\log.3^2=2\log.3$ . . . . $=2.1972246$

$10=\log.5+\log 2$ . . . . $=2.3025851$

&c. &c.

A sufficient number of terms has here been made use of to make the logarithms true to 7 places of decimals. This particular system of logarithms (viz. where $M=1$) are called *Napier's* logarithms, from their inventor; and they are also called *Hyperbolic* logarithms, from their connection with the quadrature of the equilateral hyperbola.

187. To find the *base* of this system of logarithms, let log. $(1+n)=l$, then (since $M=1$,) $l=n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+$ &c., and reverting the series by Art. 176, we obtain

$$1+n=1+l+\frac{l^2}{2}+\frac{l^3}{2.3}+\frac{l^4}{2.3.4}+\text{\&c.}$$

but since $a^1=a$, the base of any system of logarithms is that number *whose logarithm is* 1; if, therefore, in this series, which expresses the value of the number in terms of the logarithm, we substitute 1 for l, we shall immediately obtain, for the base of this particular system, the series

$$1+1+\frac{1}{2}+\frac{1}{2.3}+\frac{1}{2.3.4}+\text{\&c.}$$

$=2.7182818$, by actual calculation.

The constant multiplier M is called the *modulus;* hence, in that particular system of logarithms whose modulus is 1, the base is 2.7182818. Call this number e, and the logarithms of the several powers of e (viz. e, e^2, e^3, e^4, &c.) being 1, 2, 3, 4, &c. we might have interposed in the preceding table

log. 2.7182818 . . . . $=1.0000000$
log. 7.3890559 (being the square of 2.7182818) $=2.0000000$
&c. &c.

The numbers whose logarithms are 1, 2, 3, 4, &c. in *this* system are, therefore, *decimal* numbers.

188. In the *common* system of logarithms, which are much more convenient for ordinary arithmetical operations than the Napierian or hyperbolic logarithms, the base $a=10$; hence $a^2=100$, $a^3=1000$, $a^4=10000$, &c., and the numbers whose logarithms are 1, 2, 3, 4, &c. in this system, are 10, 100, 1000, &c. To find the logarithms of the *intermediate* numbers, i. e. to construct a table of logarithms of this kind, we must find the value of M when $a=10$; which is done thus,

In a system whose modulus is M,

$$\text{log.}(1+n)=M(n-\tfrac{1}{2}n^2+\tfrac{1}{3}n^3-\tfrac{1}{4}n^4+\text{\&c.})$$

In the Napierian system, log. $(1+n)=n-\frac{1}{2}n^2+\frac{1}{3}n^3-\frac{1}{4}n^4+$ &c.
Hence log. $(1+n)$ to modulus $M=M\times$ Nap. log. $(1+n)$.

In the common system, let $1+n=10$, then

$$\log.10=M\times \text{Nap.}\log.10,$$

$$\text{or } 1=M\times 2.3025851, \text{ (see Art. 186.)}$$

$$\therefore M=\frac{1}{2.3025851}=.43429448.$$

For the actual construction of a table of common logarithms, we must therefore substitute this value of M in the equation at the end of Art. 185, which then becomes

$$\log.N=$$

$$.86858896\left(\frac{1}{N-1}+\frac{1}{3(N-1)^3}+\frac{1}{5(N-1)^5}+\&c.\right)+\log.(N-2);$$

and it is by the substitution of all the *prime* numbers in succession for N in this expression, that the following table is calculated.

log.

$2=.86858896\left(\frac{1}{3}+\frac{1}{3.3^3}+\frac{1}{5.3^5}+\&c. \text{ to 7 terms}\right)^{(a)}=0.3010300$

$3=.86858896\left(\frac{1}{2}+\frac{1}{3.2^3}+\frac{1}{5.2^5}+\&c. \text{ to 10 terms}\right)=0.4771213$

$4=2\log.2 \ldots\ldots =0.6020600$

$5=\log.\frac{10}{2}=\log.10-\log.2=1-\log.2 \ldots =0.6989700$

$6=\log.3+\log.2 \ldots\ldots =0.7781513$

$7=.86858896\left(\frac{1}{6}+\frac{1}{3.6^3}+\frac{1}{5.6^5}+\frac{1}{7.6^7}\right)+\log.5 \ . =0.8450980$

$8=\log.2^3=3\log.2 \ldots\ldots =0.9030900$

$9=\log.3^2=2\log.3 \ldots\ldots =0.9542425$

$10= \ldots\ldots 1.0000000$

$11=.86858896\left(\frac{1}{10}+\frac{1}{3.10^3}+\frac{1}{5.10^5}\right)+\log.9 \ldots =1.0413927$

$12=\log.3+\log.4 \ldots\ldots =1.0791812$

$13=.86858896\left(\frac{1}{12}+\frac{1}{3.12^3}+\frac{1}{5.12^5}\right)+\log.11 \ . =1.1139434$

$14=\log.7+\log.2 \ldots\ldots =1.1461280$

$15=\log.5+\log.3 \ldots\ldots =1.1760913$

(a) See Art. 186.

log.

$16 = \log. 4^2 = 2 \log. 4$ . . . . $= 1.2041200$

$17 = .86858896\left(\frac{1}{16} + \frac{1}{3.16^3} + \frac{1}{5.16^5}\right) + \log. 15$. $= 1.2304489$

$18 = \log. 9 + \log. 2$ . . . . $= 1.2552725$

$19 = .86858896\left(\frac{1}{18} + \frac{1}{3.18^3} + \frac{1}{5.18^5}\right) + \log. 17$. $= 1.2787536$

$20 = \log. 10 + \log. 2$ . . . . $= 1.3010300$

$21 = \log. 7 + \log. 3$ . . . . $= 1.3222193$

$22 = \log. 11 + \log. 2$ . . . . $= 1.3424227$

$23 = .86858896\left(\frac{1}{22} + \frac{1}{3.22^3} + \frac{1}{5.22^5}\right) + \log. 21$. $= 1.3617278$

The next number which requires calculation by means of the series, is 29; and from this number to 400 inclusive, two terms of the series are sufficient to make the logarithms true to 7 places of decimals. After 400, one term is sufficient; thus, $\log. 401 = \frac{.86858896}{400} + \log. 399 = .0021714724 + 2.6009729 = 2.6031444$, very nearly; and in this manner the table might be continued with great facility to any extent, by means of the logarithms previously calculated. For the most expeditious manner of dividing the number .86858896 by the denominators of the several fractions composing the series, and for the manner of using logarithmic tables, the reader is referred to the Preface annexed to DR. HUTTON's *Tables*.

189. Since $\log. 1 = 0$, $\log. 10 = 1$, $\log. 100 = 2$, $\log. 1000 = 3$, &c., it follows that the logarithms of all numbers between 1 and 10 will be some decimal number less than unity; between 10 and 100, some decimal number between 1 and 2; between 100 and 1000, some decimal number between 2 and 3; &c. &c. The *whole number* annexed to the decimal is called the ***index*** or ***characteristic*** of the logarithm; and consequently for all numbers between 10 and 100 the index is 1; between 100 and 1000, the index is 2; between 1000 and 10000, the index is 3; &c. &c. From the circumstance of $\log. 10 = 1$, it also follows that

the logarithms of all numbers in *decuple* proportion involve the same decimal number, and differ only by their *index*.

Thus, log. 1132 . . . . $=3.0538464$

log. $113.2=\text{log.}\ \dfrac{1132}{10}=\text{log.}\ 1132-1$ . . . . . $=2.0538464$

log. $11.32=\text{log.}\ \dfrac{113.2}{10}=\text{log.}\ 113.2-1$ . . . $=1.0538464$

log. $1.132=\text{log.}\ \dfrac{11.32}{10}=\text{log.}\ 11.32-1$ . . . . $=0.0538464$

log. $.1132=\text{log}\ \dfrac{1.132}{10}=\text{log.}\ 1.132-1$ . . . $=\overline{1}.0538464$

log. $.01132=\text{log.}\ \dfrac{.1132}{10}=\text{log.}\ .1132-1$ . . . $=\overline{2}.0538464$

log. $.001132=\text{log.}\ \dfrac{.01132}{10}=\text{log.}\ .01132-1$ . . $=\overline{3}.0538464$ [a]

where the negative sign is placed *above* the index of the last three logarithms, to show that it does not extend to the decimals, which are supposed positive. Thus $\overline{3}.0538464$ means $-3+.0538464$, or -2.9461536.

190. The foregoing property, belonging to that particular system of logarithms arising out of the supposition of the base $a=10$, is not only of great practical utility in their application to arithmetical purposes, but also very much facilitates the construction and use of the tables founded upon that system. Since the same decimal logarithm always applies to a number consisting of the same digits, it follows that in the construction of a table of common logarithms it is only necessary to register the digits of the number and the decimal logarithm in parallel columns; for the *index* of the logarithm may always be determined from the actual

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(a) The index of a logarithm may in all cases be determined by the following simple rules:

I. If the number be integral, with or without decimals annexed, the index of the logarithm will be *one* less than the number of digits in the integer.

II. If the number be a proper decimal fraction, the *negative* index will be equal to the place of the first significant digit after the decimal point.

value of the number; and, *vice versâ*, the actual value of the number may always be determined from the index of the logarithm. For instance, in the common tables where the logarithms are registered for all numbers consisting of five figures, the decimal logarithm belonging to the number 98637 is .9940399; if this number be a *whole* number, then, since it consists of five integral digits, we know that its logarithm is 4.9940399; if a decimal point be placed before the last figure, then the value of the number is 9863.7, which has four integral digits, and therefore its logarithm is 3.9940399; if a decimal point be placed before the last figure but one, then the number is 986.37, and its logarithm 2.9940399; &c. &c. On the other hand, if the logarithm 1.9940399 was given to find the corresponding number, then, since the decimal part of it belongs to the digits 98637, and since from the index of the logarithm we know that the number has two integral digits, the figures 98637 must be pointed 98.637; &c. &c. The utility of this system was so obvious, that the tables for ordinary purposes were founded upon it very soon after the invention of logarithms.

LVI.

On the Application of Logarithms to complex arithmetical Operations, and to the Solution of Exponential Equations.

191. Logarithms are of considerable use in the ordinary operations of multiplying or dividing one large number by another; but it is in the raising of powers, and the extraction of roots, and in their application to complicated numerical expressions, that their utility most plainly appears.

EXAMPLE 1.

Find the 5th root of 2593.

By Art. 182, the logarithm of the 5th root of $2593 = \frac{\log. 2593}{5}$

$= \frac{3.4138025}{5} = .6827605 = \log. 4.8168$; $\therefore$ the 5th root of 2593

$= 4.8168$.

Ex. 2.

Find the value of the fraction $\dfrac{2^{20}\times 3^7\times 2.013}{17\times 9350}$.

By Art. 181, the logarithm of this fraction is equal to the log. of its numerator *minus* log. of its denominator.

By Art^s. 180, 182, log. $2^{20}\times 3^7\times 2.013=20$ log. $2+7$ log. $3+$ log. 2.013.

And log. $17\times 9350=$ log. $17+$ log. 9350.

$$\begin{array}{rlrl} \text{Now } 20\times\text{log. } 2 &= 6.0206000 & \text{log. } 17 &= 1.2304489 \\ 7\times\text{log. } 3 &= 3.3398491 & \text{log. } 9350 &= 3.9708116 \\ \text{log. } 2.013 &= 0.3038438 & & \\ \hline \text{By addition} &= 9.6642929\ (A) & & 5.2012605\ (B) \end{array}$$

Subtract (B) from (A), and we have 4.4630324, which is the logarithm of 29042, the number required.

Ex. 3.

Find the value of $\sqrt[5]{\dfrac{(317)^2\times\sqrt{3}\times\sqrt[3]{5}}{251}}$.

Call the numerator of this fraction N, and its denominator n;

Then, by Art^s. 181, 182, log. of $\sqrt[5]{\dfrac{N}{n}}=\dfrac{\text{log. } N-\text{log. } n}{5}$.

$$\begin{aligned} \text{Now log. } (317)^2 = 2\times\text{log. } 317 &= 5.0021186 \\ \text{log. } \sqrt{3}=\tfrac{1}{2}\times\text{log. } 3 &= 0.2385606 \\ \text{log. } \sqrt[3]{5}=\tfrac{1}{3}\times\text{log. } 5 &= 0.2329900 \\ \hline & 5.4736692=\text{log. } N. \\ \text{log. } 251 &= 2.3996737; \\ \hline \therefore\ & 3.0739955=\text{log. } N-\text{log. } n. \end{aligned}$$

Hence $\dfrac{\text{log. } N-\text{log. } n}{5}=\dfrac{3.0739955}{5}=0.6147991$, which is the logarithm of 4.119, the number required.

Ex. 4.

Find a fourth proportional to the sixth power of 9, the fourth power of 7, and the 5th power of 5.

Let x=the number required; then $9^6 : 7^4 :: 5^5 : x = \frac{7^4 \times 5^5}{9^6}$
$\therefore \log. x = 4 \log. 7 + 5 \log. 5 - 6 \log. 9 = 3.3803920 + 3.4948500 - 5.7254550 = 1.1497870 = \log. 14.118$; hence $x = 14.118$.

192. Equations into which the unknown quantity enters in the form of an *index* are called *exponential equations*, and are solved by means of logarithms, as in the following examples.

Ex. 5.

Find the value of x in the equation $a^x = b$.

Taking the *logarithm* of the equation $a^x = b$, we have $x . \log. a = \log. b$; $\therefore x = \frac{\log. b}{\log. a}$. Thus, let $a=5$, $b=100$, then in the equation $5^x = 100$, $x = \frac{\log. 100}{\log. 5} = \frac{2.0000000}{0.6989700} = 2.861$.

Ex. 6.

Find the value of x in the equation $a^{b^x} = c$.

Assume[(a)] $b^x = y$, then $a^y = c$, and $y . \log. a = \log. c$; $\therefore y = \frac{\log. c}{\log. a}$; hence $b^x = \frac{\log. c}{\log. a}$ (which let)$=d$. Take the logarithm of the equation $b^x = d$, then (by Ex. 5) $x = \frac{\log. d}{\log. b}$. Thus, let $a=9$, $b=c$, $c=1000$, then in the equation $9^{3^x} = 1000$, $\frac{\log. c}{\log. a} = \frac{\log. 1000}{\log 9} = 3.14 (=d)$; and $x = \frac{\log. d}{\log. b} = \frac{\log. 3.14}{\log. 3} = \frac{.4969296}{.4771213} = 1.04$.

Ex. 7. Find the value of $\frac{31 \times 33 \times 255 \times 315}{35 \times 357}$.

Answer, 6576.4.

Ex. 8. Divide the 20th power of 2 by the 12th power of 3.

Answ. 1.973.

(a) In considering the nature of an exponential of the form a^{b^x}, it must be recollected that it means *a to the power of* b^x, and not a^b *to the power of* x.

...ird proportional to $\sqrt[5]{117}$ and $\sqrt[3]{137}$.

Answ. 10.252.

...he value of $\dfrac{\sqrt[3]{935}\times\sqrt{14}\times\sqrt[3]{100}}{\sqrt[4]{2}}$.

Answ. 3.3593.

Ex. 11. Find the value of x in the equation $\dfrac{ab^x+c}{d}=e$.

Answ. $x=\dfrac{\log.(de-c)-\log.a}{\log.b}$.

LVII.

On the Summation of Geometric Series.

193. Logarithms are found very useful in ascertaining the value of S in the equation $S=\dfrac{ar^n-a}{r-1}$ or $\dfrac{a-ar^n}{1-r}$, where n is not a very small number.

Example 1.

Find the sum of 20 terms of the series $1,\ \frac{3}{2},\ \frac{9}{4},\ \frac{27}{8}$, &c.

Here $a=1,\ r=\frac{3}{2},\ n=20$.

$$\therefore S=\frac{ar^n-a}{r-1}=\frac{1\times\left(\frac{3}{2}\right)^{20}-1}{\frac{3}{2}-1}=2\times\left(\left(\frac{3}{2}\right)^{20}-1\right)$$

$$\begin{aligned}\text{Now }\log.\left(\frac{3}{2}\right)^{20}&=20\times\log.\frac{3}{2}\\&=20\times(\log.3-\log.2)\\&=3.5218260=\log.3325.263;\end{aligned}$$

$$\therefore\left(\frac{3}{2}\right)^{20}=3325.263.$$

Hence $S=2\times\left(\left(\frac{3}{2}\right)^{20}-1\right)=2\times3324.263=6648.526$.

Ex. 2.

Find the sum of 10 terms of the series $1, \frac{5}{6}, \frac{25}{36}, \frac{125}{216}$, &c.

Here $a=1$, $r=\frac{5}{6}$, $n=10$.

$$\therefore S=\frac{a-ar^n}{1-r}=\frac{1-1\times\left(\frac{5}{6}\right)^{10}}{1-\frac{5}{6}}=6\times\left(1-\left.\frac{5}{6}\right|^{10}\right)$$

$$\begin{aligned}\text{Now log. }\left(\frac{5}{6}\right)^{10}&=10\times\text{log. }\frac{5}{6}\\&=10\times(\text{log. }5-\text{log. }6)\\&=10\times-.0791813\\&=-.7918130\\&=.2081870-1.0000000\\&=\text{log. }1.6150-\text{log. }10.\end{aligned}$$

$$\therefore \left(\frac{5}{6}\right)^{10}=\frac{1.6150}{10}=.1615.$$

$$\text{Hence } S=6\left(1-\left.\frac{5}{6}\right|^{10}\right)=6(1-.1615)=5.031.$$

194. If the sum of the series, the common ratio, and the first term be given, the number of terms may be found thus, (see Art. 111,)

$$\text{Since } rS-S=ar^n-a,$$

$$\text{By transposition, } ar^n=rS-S+a,$$

$$\text{and } r^n=\frac{rS-S+a}{a};$$

$$\therefore \text{log. } r^n \text{ or } n\times\text{log. } r=\text{log. }(rS-S+a)-\text{log. } a.$$

$$\text{Hence } n=\frac{\text{log. }(rS-S+a)-\text{log. } a}{\text{log. } r}.$$

Ex. 3.

The sum of a geometric series is 6560, its first term 2, and common ratio 3. What is the number of terms?

S 2

$a=2,\ r=3.$

$$n=\frac{\log.(rS-S+a)-\log.a}{\log.r}$$

$$=\frac{\log.13122-\log.2}{\log.3}$$

$$=\frac{3.8169700}{.4771213}=8.$$

Ex. 4. A servant agreed to serve his master for one year (13 months,) at the rate of sixpence for the first month, a shilling for the second, two shillings for the third, and so on. What had he to receive at the end of the year? ANSWER, 204*l*. 15*s*. 6*d*.

Ex. 5. Find the sum of 11 terms of the series $1, \frac{5}{4}, \frac{25}{16}$, &c.

ANSW. 42.566.

Ex. 6. The sum of a geometric series is 1023, the first term 1, and common ratio 2. Find the number of terms. ANSW. 10.

Ex. 7. A person undertakes a journey of 364 miles, going one mile the first day, three the second, nine the third, and so on. When will he arrive at his journey's end? ANSW. In 6 days.

LVIII.

On Compound Interest.

Let P be the *principal*, or sum put out to compound interest; r the fraction which expresses the rate of interest per cent.[a]; A the amount at the end of n years, the interest being paid yearly; then the following Theorems may be established, by means of logarithms.

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[a] That is, the fraction which expresses the ratio of the interest to the principal. Let the interest, for example, be 5 per cent.; then this fraction r will be $\frac{5}{100}$ or $\frac{1}{20}$.

Theorem 1.

195. "$\text{Log. } A = \text{log. } P + n \times \text{log. } (1+r)$."

For since $1l.$, at the end of the first year, becomes $1+r$, and that the amount is increased each year in the same ratio, we have, by the rule of proportion,

$1 : 1+r :: P \quad : P(1+r) =$ amount of P at end of first year.
$1 : 1+r :: P(1+r) : P(1+r)^2 = \ldots\ldots\ldots\ldots$ second year.
$1 : 1+r :: P(1+r)^2 : P(1+r)^3 = \ldots\ldots\ldots\ldots$ third year.
&c. &c.

So that, at the end of n years, the amount is $P(1+r)^n$.

$$\text{Hence } A = P(1+r)^n;$$

and, taking the logarithm, $\text{log. } A = \text{log. } P + n \times \text{log. } (1+r)$.

From which we deduce

$$\text{Log. } P = \text{log. } A - n \times \text{log. } (1+r).$$

$$\text{Log. } (1+r) = \frac{\text{log. } A - \text{log. } P}{n};$$

$$\text{and } n = \frac{\text{log. } A - \text{log. } P}{\text{log. } (1+r)}.$$

Any *three* of the quantities A, P, r, n, being given, the *fourth* may therefore be found.

Theorem 2.

196. "Let $A = mP$, then $n = \dfrac{\text{log. } m}{\text{log. } (1+r)}$."

For, in this case, $mP = P(1+r)^n$.

Divide by P, then $m = (1+r)^n$.

Take the logarithm, $\text{log. } m = n \times \text{log. } (1+r)$; $\therefore n = \dfrac{\text{log. } m}{\text{log. } (1+r)}$.

By means of this Theorem, we ascertain the period or number of years in which a sum of money would double, treble, &c. or amount to m times itself, when put out at compound interest, at r rate per cent

THEOREM 3.

197. "Suppose the interest to be paid half yearly, and at the same time converted into principal, then will log. A=log. $P+2n \times$ log. $(1+\frac{1}{2}r)$."

For in this case, $2n$ must be substituted for n, and $\frac{1}{2}r$ for r. Hence, at the end of n years, $A=P(1+\frac{1}{2}r)^{2n}$;
and, taking the logarithm, log. A=log. $P+2n\times$ log. $(1+\frac{1}{2}r)$.

THEOREM 4.

198. "Suppose now, that besides the interest being converted into principal at the end of every year, the sum P is at the same time invested in capital; then the amount A, at the end of n years, will be $\dfrac{PR(R^n-1)}{R-1}$, (if $R=1+r$.)"

In this case, the principal P is put out for n, $n-1$, $n-2$, &c. years, in succession: the amount, therefore, is the sum of the several amounts of P put out for n, $n-1$, $n-2$, &c. years;

$$\begin{aligned}\therefore A &= P(1+r)^n+P(1+r)^{n-1}+P(1+r)^{n-2}+\&c.\ldots+P(1+r)\\ &= (\text{if } 1+r=R)\ PR^n+PR^{n-1}+PR^{n-2}+\&c.\ldots+PR\\ &= P(R^n+R^{n-1}+R^{n-2}+\&c.\ldots+R)\\ &= P\times(\text{geom. prog. first term } R\text{, common ratio } R)\\ &= \frac{P(R^{n+1}-R)}{R-1}=\frac{PR(R^n-1)}{R-1}.\end{aligned}$$

EXAMPLE 1.

What would be the amount of 200*l.* placed out for 7 years, at 4 per cent. compound interest?

Here $P=200$, $r=\frac{1}{25}$, $1+r=1+\frac{1}{25}=1.04$, $n=7$.

$$\begin{aligned}\text{By TH. 1, log. } A &= \text{log. } P+n\times\text{log. }(1+r)\\ &= \text{log. } 200+7\times\text{log. } 1.04\\ &= 2.4202631\\ &= \text{log. } 263.18.\end{aligned}$$

Hence A=263*l.* 3*s.* $7\frac{1}{2}$*d.*

EX. 2.

How much money must be placed out at compound interest, to amount to 500*l.* in 12 years, at 5 per cent.?

Here $A=500$, $r=\frac{1}{20}$, $1+r=1+\frac{1}{20}=1.05$, $n=12$.

$$\begin{aligned} \text{By Th. 1, } \log. P &= \log. A - n \times \log. (1+r) \\ &= \log. 500 - 12 \times \log. 1.05 \\ &= 2.4446984 \\ &= \log. 278.418. \end{aligned}$$

Hence $P=278l.\ 8s.\ 4\frac{3}{10}d.$

Ex. 3.

At what rate of interest must 400*l.* be placed out, that it may amount to 569*l.* 6*s.* 8*d.* in 9 years, at compound interest?

Here $A=569l.\ 6s.\ 8d.$ $P=400$, $n=9$.

$$\begin{aligned} \text{By Th. 1, } \log. (1+r) &= \frac{\log. A - \log. P}{n} \\ &= \frac{\log. 569.33 - \log. 400}{9} \\ &= .0170338 \\ &= \log. 1.04 = \log. \left(1+\frac{1}{25}\right). \end{aligned}$$

Hence $1+r=1+\frac{1}{25}$;

$\therefore r=\frac{1}{25}$, or the rate of interest is 4 per cent.

Ex. 4.

In how many years will 500*l.* amount to 900*l.*, at 5 per cent. compound interest?

Here $A=900$, $P=500$, $r=\frac{1}{20}$, $1+r=1.05$.

$$\begin{aligned} \text{By Th. 1, } n &= \frac{\log. A - \log. P}{\log. (1+r)} \\ &= \frac{\log. 900 - \log. 500}{\log. 1.05} \\ &= \frac{.2552725}{.0211893} = 12.04 \text{ years.} \end{aligned}$$

Ex. 5.

In what time will a sum of money double and treble itself, at 5 per cent. compound interest?

By Th. 2, (since $r=\frac{1}{20}$,)

If $m=2$, then time of doubling $=\frac{\log. 2}{\log. 1.05}=\frac{.3010300}{.0211893}=14.2$ years.

If $m=3$, then time of trebling $=\frac{\log. 3}{\log. 1.05}=\frac{.4771213}{.0211893}=22.5$ years.

Ex. 6.

Supposing the interest to be paid half-yearly, what will be the amount of 500*l.* in 8 years, at 5 per cent. compound interest?

Here $P=500$, $r=\frac{1}{20}$, $1+\frac{1}{2}r=1.025$, $n=8$.

By Th. 3, $\log. A=\log. P+2n\times\log. (1+\frac{1}{2}r)$
$=\log. 500+16\times\log. (1.025)$
$=2.8705525=\log. 742.25.$

Hence $A=742l.\ 5s.$

Ex. 7.

Suppose a person to place out annually 100*l.* for 10 successive years, and suffer the whole to accumulate, at the rate of 5 per cent. compound interest. What sum would he have to receive at the end of the tenth year?

Here $P=100$, $R=1.05$, $n=10$.

By Th. 4, $A=\frac{PR(R^n-1)}{R-1}=\frac{105(\overline{1.05}|^{10}-1)}{.05}$
$=2100(\overline{1.05}|^{10}-1).$

Now $\log. (1.05)^{10}=10\times\log. 1.05$
$=.2118930$
$=\log. 1.6289$; $\therefore (1.05)^{10}-1=.6289$

Hence $A=2100\times .6289$
$=1320l.\ 13s.\ 9\frac{3}{5}d.$

Ex. 8. What would be the amount of 1000*l.* placed out at compound interest of 5 per cent. for 10 years? Answer, 1628*l.* 18*s*

$P = \log A - n \times \log(1+r)$

Ex. 9. What sum must be placed out at compound interest, at 4 per cent., to amount to 2000*l.* in 15 years? Answ. 1110*l.* 10*s.*

Ex. 10. At what rate of compound interest must 518*l.* 6*s.* be placed out, to amount to 600*l.* in 3 years? Answ. 5 per cent.

Ex. 11. In how many years will 200*l.* amount to 318*l.* 16*s.* at 6 per cent. compound interest? Answ. 8 years.

Ex. 12. In how many years will a sum of money double itself, at 4 per cent. compound interest? Answ. 17.6 years.

Ex. 13. Find the amount of 1200*l.* put out to compound interest at 6 per cent. for 10 years, the interest being converted into principal every half-year. Answ. 2167*l.* 6*s.*

Ex. 14. Suppose a person to place out annually the sum of 20*l.* for 40 successive years, and suffer the whole to accumulate, at the rate of 5 per cent. compound interest, what would he have to receive at the end of 40 years? Answ. 2536*l.* 16*s.*

LIX.

On the Method of finding the Increase of Population in any Country, under given circumstances of Births and Mortality.

199. "Let P represent the population of a country at any given period; $\frac{1}{m}$ the fractional part of the population which die in a year, (or ratio of mortality;) $\frac{1}{b}$ the proportion of births in a year; then, if A represents the state of the population at the end of n years, $\log. A = \log. P + n \times \log. \left(1+\frac{m-b}{mb}\right)$."

The rate of increase of population in one year $=\frac{1}{b}-\frac{1}{m}=\frac{m-b}{mb}$,

$\therefore 1 : 1+\frac{m-b}{mb} :: P : P\left(1+\frac{m-b}{mb}\right)=$ state of the population at the end of the *first* year.

But it is increased every year in the same proportion; $\therefore 1:$

$1+\frac{m-b}{mb}::P\left(1+\frac{m-b}{mb}\right):P\left(1+\frac{m-b}{mb}\right)^2$ = state of the population at the end of the *second* year.

In the same manner we may prove, that the state of the population at the end of n years will be $P\left(1+\frac{m-b}{mb}\right)^n$.

$$\text{Hence } A=P\left(1+\frac{m-b}{mb}\right)^n;$$

$$\text{and log. } A=\text{log. } P+n\times\text{log. }\left(1+\frac{m-b}{mb}\right).$$

From which we deduce,

$$\text{log. } P=\text{log. } A-n\times\text{log. }\left(1+\frac{m-b}{mb}\right).$$

$$n=\frac{\text{log. } A-\text{log. } P}{\text{log. }\left(1+\frac{m-b}{mb}\right)}.$$

$$\text{log. }\left(1+\frac{m-b}{mb}\right)=\frac{\text{log. } A-\text{log. } P}{n}.$$

Of the quantities A, P, m, b, n, any four being given, the fifth may therefore be found.

Example 1.

Suppose the population of Great Britain in the year 1800 to have been ten millions; that $\frac{1}{46}$th part die annually; that the births are to the deaths as 40 to 30; and that no emigration takes place during the present century. What will be the state of its population in the year 1900?

Here $P=10000000$, $n=100$, $m=40$, $b=30$, and $\therefore 1+\frac{m-b}{mb}=\frac{121}{120}$.

$$\text{Now log. } A=\text{log. } P+n\times\text{log. }\left(1+\frac{m-b}{mb}\right)$$

$$=\text{log. } 10000000+100\times\text{log. }\frac{121}{120}$$

$$=7.3604200$$

$$=\text{log. } 22931000$$

Hence $A=22931000$.

Ex. 2.

Suppose the population of France, in the ula-
been 27000000; the ratio of mortality durin
tury to have been $\frac{1}{30}$th, and the number of bir
the state of its population in the year 1700?

Here $A=27000000$, $n=92$, $m=30$, $b=26$, $\therefore 1+\frac{m-b}{mb}=\frac{196}{195}$.

$$\text{Log. } P=\text{log. } A-n\times\text{log. }\left(1+\frac{m-b}{mb}\right)$$

$$=\text{log. } 27000000-92\times\text{log. }\frac{196}{195}$$

$$=7.2269858$$

$$=\text{log. } 16864980\text{, nearly.}$$

$$\therefore P=16864980.$$

Ex. 3.

Suppose the population of North America to have been five millions in the year 1800; in how many years will it amount to sixteen millions, taking the ratio of mortality at $\frac{1}{45}$th, and the annual proportion of births at $\frac{1}{24}$th?

Here $A=16000000$, $P=5000000$, $m=45$, $b=24$, $\therefore 1+\frac{m-b}{mb}=\frac{367}{360}$.

$$n=\frac{\text{log. } A-\text{log. } P}{\text{log. }\left(1+\frac{m-b}{mb}\right)}$$

$$=\frac{\text{log. } 16000000-\text{log. } 5000000}{\text{log. }\frac{367}{360}}$$

$$=\frac{.5051500}{.0083636}=60.39\text{ years.}$$

Ex. 4.

The population of a province, in the year 1760, was estimated at 500000 persons; in the year 1800 it amounted to 720000; from the bills of mortality it appeared that, upon an average, $\frac{1}{50}$th part of the population had died annually; no register had been kept of the *births*. What was the annual proportion of *them* during this period?

Here $A=720000$, $P=500000$, $m=50$, $n=40$.

$$\text{Log.}\left(1+\frac{m-b}{mb}\right)=\frac{\log. A-\log. P}{n},$$

$$\text{or log.}\left(1+\frac{50-b}{50b}\right)=\frac{\log. 720000-\log. 500000}{40}$$

$$=.0039590=\log. 1.009.$$

$$\text{Hence } 1+\frac{50-b}{50b}=1.009=1+\frac{9}{1000},$$

$$\text{and } \frac{50-b}{50b}=\frac{9}{1000};$$

$$\therefore 50000-1000b=450b,$$

$$\text{or } b=\frac{50000}{1450}=34.4.$$

The annual proportion of *births*, therefore, was about $\frac{1}{34}$th.

200. But "in any country, under *given* circumstances of births and mortality, the fraction $\frac{m-b}{mb}$ is always a *given* quantity. Let it be represented by $\frac{1}{p}$; then the relation between the four quantities A, P, p, n, is expressed by $A=P\left(1+\frac{1}{p}\right)^n$. If $A=mP$, we have $mP=P\left(1+\frac{1}{p}\right)^n$, or $m=\left(1+\frac{1}{p}\right)^n$; and taking the logarithm, $\log. m=n\times\log.\left(1+\frac{1}{p}\right)$." Hence we deduce the six following formulæ.

I. $\text{Log. } A=\log. P+n\log.\left(1+\frac{1}{p}\right)$.

II. $\text{Log. } P=\log. A-n\log.\left(1+\frac{1}{p}\right)$.

III. $n=\dfrac{\log. A-\log. P}{\log.\left(1+\frac{1}{p}\right)}$

IV. $\text{Log.}\left(1+\frac{1}{p}\right)=\dfrac{\log. A-\log. P}{n}$.

V. $n=\dfrac{\log. m}{\log. \left(1+\dfrac{1}{p}\right)}$, for finding the period in which the population would be increased m times.

VI. $\text{Log.} \left(1+\dfrac{1}{p}\right)=\dfrac{\log. m}{n}$, for finding the rate, $\dfrac{1}{p}$, at which the population would be increased m times in n years.

The following questions are intended to illustrate the use of these formulæ, in the order in which they stand.

QUESTION 1. Suppose the population of a country to begin with six persons, and to increase annually by $\frac{1}{16}$th of the whole; what will be the state of its population at the end of 200 years?

ANSWER, 1106448 persons.

QU. 2. If, as stated in the 3d Example, the population of North America was five millions in the year 1800, and the rate of increase has been $\frac{7}{360}$ths for 50 years previous; what was the state of its population in the year 1750? ANSW. 1908930 persons.

QU. 3. Suppose the population of an empire to be 40 millions, and the annual increase $\frac{1}{195}$th; how long will it be before it amounts to 50 millions? ANSW. 43.6 years.

QU. 4. What must be the rate of increase, that the population of a country may be changed from 1106400 persons to 5 millions in 100 years? ANSW. About $\frac{1}{66}$th annually.

QU. 5. By means of the formula $n=\dfrac{\log. m}{\log. \left(1+\dfrac{1}{p}\right)}$, *verify* the following Table.

$\frac{1}{p}$	Period of doubling.	Period of trebling.	Period of being increased 10 times.
$\frac{1}{120}$	83.5 years	132.3 years	277.4 years
$\frac{1}{52}$	36.3 years	57.6 years	120.8 years

QU. 6. What must be the annual increase of population in any country, that it may double itself every century?

ANSW. Between $\frac{1}{143}$d and $\frac{1}{144}$th

201. Supposing that a census of the whole population of a country is taken every n years, and that it is found to have increased π per cent. during that interval, then if P represents the amount of the population at the *commencement* of the n years, $P+\frac{\pi P}{100}$ will represent the amount of the population at the *end* of the n years.

If the annual increase be $\frac{1}{p}$, then (by Art. 200) the amount of the population at the end of n years is $P\left(1+\frac{1}{p}\right)^n$; hence

$$P\left(1+\frac{1}{p}\right)^n=P+\frac{\pi P}{100}=P\left(1+\frac{\pi}{100}\right),$$

$$\text{or } \left(1+\frac{1}{p}\right)^n=1+\frac{\pi}{100}=\frac{100+\pi}{100};$$

$$\therefore n \,.\, \log.\left(1+\frac{1}{p}\right)=\log.\,(100+\pi)-\log.\,100$$

$$=\log.\,(100+\pi)-2, \text{ since } \log.\,100=2,$$

$$\text{and } \log.\left(1+\frac{1}{p}\right)=\frac{1}{n}[\log.\,(100+\pi)-2].$$

Substitute this value of $\log.\left(1+\frac{1}{p}\right)$ in the expression $\frac{\log.\,m}{\log.\left(1+\frac{1}{p}\right)}$ (Formula V. Art. 200,) and we have $\frac{\log.\,m}{\frac{1}{n}[\log.\,(100+\pi)-2]}$ for the number of years in which the population of a country will be increased m times, if it goes on increasing at the same rate as it has done for the last n years preceding the period at which the census is taken.

202. If the census be taken every ten years, and the period of doubling be required, then $n=10$, $m=2$, and the foregoing expression becomes $\frac{\log.\,2}{\frac{1}{10}[\log.\,(100+\pi)-2]}$. By substituting in it for π the particular value of the per centage, the following Table exhibits the corresponding period of doubling.

LX.

A TABLE, exhibiting the Period in which the Population of a Country has a tendency to DOUBLE itself, from an estimate of its increase *per cent.* taken at the end of every Ten Years.

I.	II.	III.
Per Centage increase in ten years.	Numerical value of $\frac{1}{10}[\log.(100+x)-2]$.	Period of doubling. $\dfrac{\text{Log. 2, or .3010300}}{\frac{1}{10}[\log.(100+x)-2]}$
$x=$ 1.0	.00043214	696.60 years
1.5	.00064660	465.55
2.0	.00086002	350.02
2.5	.00107239	280.70
3.0	.00128372	234.49
3.5	.00149403	201.48
4.0	.00170333	176.73
4.5	.00191163	157.47
5.0	.00211893	142.06
$x=$ 5.5	.00232525	129.46 years
6.0	.00253059	118.95
6.5	.00273496	110.06
7.0	.00293838	102.44
7.5	.00314085	95.84
8.0	.00334238	90.06
8.5	.00354297	84.96
9.0	.00374265	80.43
9.5	.00394141	76.37
10.0	.00413927	72.72
$x=$ 10.5	.00433623	69.42 years
11.0	.00453230	66.41
11.5	.00472749	63.67
12.0	.00492180	61.16
12.5	.00511525	58.84
13.0	.00530784	56.71
13.5	.00549959	54.73
14.0	.00569049	52.90
14.5	.00588055	51.19
15.0	.00606978	49.59

A TABLE, exhibiting the Period in which the Population of a Country has a tendency to DOUBLE itself, from an estimate of its increase *per cent.* taken at the end of every Ten Years.

I.	II.	III.
Per Centage increase in ten years.	Numerical value of $\frac{1}{10}$[log. (100 + x)—2].	Period of doubling. Log. 2, or .3010300 / $\frac{1}{10}$[log. (100 + x)—2]
x = 15.5	.00625820	48.10 years
16.0	.00644580	46.70
16.5	.00663259	45.38
17.0	.00681859	44.14
17.5	.00700379	42.98
18.0	.00718820	41.87
18.5	.00737184	40.83
19.0	.00755470	39.84
19.5	.00773679	38.91
20.0	.00791812	38.01
x = 20.5	.00809870	37.17 years
21.0	.00827854	36.36
21.5	.00845763	35.59
22.0	.00863598	34.85
22.5	.00881361	34.15
23.0	.00899051	33.48
23.5	.00916670	32.83
24.0	.00934217	32.22
24.5	.00951694	31.63
25.0	.00969100	31.06
x = 25.5	.00986437	30.51 years
26.0	.01003705	29.99
26.5	.01020905	29.48
27.0	.01038037	28.99
27.5	.01055102	28.53
28.0	.01072100	28.07
28.5	.01089031	27.64
29.0	.01105897	27.22
29.5	.01122698	26.81
30.0	.01139434	26.41

A TABLE, exhibiting the Period in which the Population of a Country has a tendency to DOUBLE itself, from an estimate of its increase *per cent.* taken at the end of every Ten Years.

I.	II.	III.
Per Centage increase in ten years.	Numerical value of $\frac{1}{10}[\log.(100+x)-2]$.	Period of doubling. $\frac{\text{Log. 2, or .3010300}}{\frac{1}{10}[\log.(100+x)-2]}$
$x=$ 30.5	.01156105	26.03 years
31.0	.01172713	25.67
31.5	.01189258	25.31
32.0	.01205739	24.96
32.5	.01222159	24.63
33.0	.01238516	24.30
33.5	.01254813	23.99
34.0	.01271048	23.68
34.5	.01287223	23.38
35.0	.01303338	23.09
$x=$ 35.5	.01319393	22.81 years
36.0	.01335389	22.54
36.5	.01351327	22.27
37.0	.01367206	22.01
37.5	.01383027	21.76
38.0	.01398791	21.52
38.5	.01414498	21.28
39.0	.01430148	21.04
39.5	.01445742	20.82
40.0	.01461820	20.59
$x=$ 41	.01492191	20.17 years
42	.01522883	19.76
43	.01553360	19.37
44	.01583625	19.00
45	.01613680	18.65
46	.01643529	18.31
47	.01673173	17.99
48	.01702617	17.68
49	.01731863	17.38
50	.01760913	17.09

This is the Table of which the first and third columns have been inserted by Mr. Malthus, at page 498, Vol. I. of the sixth edition of his Essay on Population.

. From the Parliamentary Report of the Population of England and Wales, it appears that

In 1800 it amounted to 9168000 persons,
1810 . . . . 10502500 . . . .
1820 . . . . 12218500 . . . .

which gives an increase of about 14.5 per cent. from 1800 to 1810, and of about 16.3 per cent. from 1810 to 1820.

Hence, by referring to the Table, we infer that, taking the *average* rate of increase from 1800 to 1810, the population of England and Wales had, in 1810, a tendency to double itself in about 51 years; and, taking the average rate of increase from 1810 to 1820, it had, in 1820, a tendency to double itself in about 46 years.

Quadratic Equations

$x = \ldots$ & $33 - x = \ldots$

$33x - x^2 = 162 \quad -x^2 + 33x = 162$

$\ldots = \frac{21}{2}$

THE END.

CATALOGUE

OF

VALUABLE

SCHOOL BOOKS,

TO WHICH

THE ATTENTION OF PERSONS INTERESTED IN THE CAUSE OF EDUCATION IS RESPECTFULLY SOLICITED.

PUBLISHED BY

FREDERICK W. GREENOUGH,

3 Minor Street,

PHILADELPHIA;

AND FOR SALE BY THE PRINCIPAL BOOKSELLERS IN THE UNITED STATES.

Outlines of Sacred History, are considered particularly worthy of attention. A careful examination of these books will show them to be well suited to the use of schools. Their embellishments are executed in a beautiful style; and the tables, questions, and other explanatory and illustrative matter, render them unusually convenient for teachers, and improving for scholars. The recommendations of teachers and reviews of public journals contained in the catalogue, will show the estimation in which they are held by literary men, and the extent to which they have been introduced in the schools of our country.

The History of the United States, for the use of Schools and Academies, by Mr. Frost, which is the last of the series in the order of publication, has already acquired a very extensive circulation; and the testimonials from teachers and other literary men, to its fidelity and accuracy, its popular, winning style, and its perfect adaptation to the purposes of school instruction, are numerous and decisive of its merits. It is undoubtedly the completest and most attractive school history now in use.

This history, and the one mentioned below, have been introduced into the public schools of Philadelphia and Baltimore.

The History of the United States, for the use of Common Schools, by the same author, is condensed from the last mentioned work, and is generally used in common schools.

In order to complete this series of school histories, the subscribers have now in preparation a General History.

The American Speaker, by Mr. Frost, possesses considerable advantages over other works of the same class. The pieces for declamation are selected with great care from an immense mass of materials; and the author has thus been enabled to furnish a collection unrivalled in richness and variety. The pieces are of various lengths, adapted to different occasions; and a complete treatise on elocution is prefixed by way of introduction. This volume is embel-

-ished with portraits of the most distinguished American orators, beautifully engraved on steel.

The Reader's Companion, by Mr. Ewing, is intended to supply a deficiency much complained of by teachers, in elementary instruction in elocution. It is a small, cheap volume; containing a clear exposition of the best method of teaching the art of reading, with exercises in prose and verse, marked with rhetorical inflections, and directions for the expression of the passions in reading and speaking. It is designed to be used in connexion with the reading books in common use, which are generally deficient in the practical instruction in elocution which this little volume supplies.

The small volume of Guy and Keith on Astronomy and the Use of the Globes, is a very popular work. It has been found the most elegant and convenient compend of astronomical science hitherto prepared for the use of schools. The recommendations of this work are respectfully offered to the notice of the public.

Bridge's Algebra is also gaining a very high repute, from its accuracy and the beautifully clear and concise method which the author pursues. It is a favourite book with pupils, on account of its being perfectly intelligible and interesting. It renders a somewhat abstruse science quite attractive to young minds.

The Scientific Class-Book is perhaps the most valuable publication on the list. It comprises in two moderately-sized volumes all the subjects of natural science studied in schools and academies, and several subjects highly useful and interesting which have not hitherto been embraced in the course of instruction at school. Natural Philosophy, Chemistry, Metallurgy, Mineralogy, Crystallography, Geology, Oryctology, and Meteorology, are here treated at sufficient length for the purposes of liberal education; and in the volume which is now in preparation, Physiology and the several departments of Zoology will be fully treated. A

1*

uniform and well executed course on these important subjects has hitherto been a desideratum. It is believed, and the testimonials submitted in the catalogue support the belief, that the volumes now offered leave nothing further to be desired in the way of text-books for a thorough course of school instruction on natural science.

In the department of local Geography, the subscriber has been fortunate enough to secure an excellent Geography of Pennsylvania, which has been adopted as a class-book by the Controllers of the Public Schools of the city of Philadelphia, and is rapidly finding its way into the public and private schools throughout the state.

This work, and Frost's History of the United States, may be very properly commended to the special notice of our school committees, generally.

In the departments of literary History and Antiquities, the subscriber is supplying the principal colleges and higher academies with the celebrated Manual of Classical Literature of Professor Eschenburg, edited and enlarged by Professor Fiske; and the Classical Antiquities of the same distinguished author and editor.

As an auxiliary in the studies of composition, criticism, and grammar, the Etymological Dictionary of Oswald is confidently recommended to general notice. It will be perceived by the certificates of instructers inserted in the catalogue, that this valuable work is already extensively introduced into schools and academies.

For particular notices of the other School Books comprised in the subscriber's list, the reader is referred to the following catalogue. Teachers and school committees, who may be desirous to examine copies of the books, are respectfully requested to call at the store of the subscriber, No. 23 Minor street, or to make application to his nearest agent.

FREDERICK W. GREENOUGH.

CATALOGUE

OF

SCHOOL BOOKS.

FROST'S UNITED STATES.

HISTORY OF THE UNITED STATES; for the use of Schools and Academies. By John Frost. Illustrated with 40 engravings.

The design of the author in this, his larger history, has been to furnish a text-book full and complete enough for the use of colleges, academies, and the higher seminaries. It begins with the discovery of the New World, and presenting the series of events in a clear and connected narrative, rejecting whatever was considered irrelevant or unimportant, and dwelling chiefly on those striking features of the subject which give it vividness and character; the history is brought down to the present day. "Although," says the author in his preface, "the considerable period embraced, the multitude of characters and events delineated, and the extent of the field in which they figure, have rendered the preservation of historical unity no easy task, he has laboured to give the work such a degree of compactness as would enable the student to perceive the relation of all its parts, and to grasp the whole without any very difficult exercise of comprehension."

The numerous testimonials to the merit of this work, and its popularity evinced quite unequivocally by the sale of ten thousand copies within a few months after its first publication, afford a strong presumption that the author has succeeded in his purpose of making it a first-rate school history.

The following notices and recommendations of Frost's History, are selected from an immense number which have been sent to the publisher.

RECOMMENDATIONS.

Mr. Biddle,

Dear Sir,—I am glad to see that the "History of the United States," which you announced some time since, has made its appearance. The extensive research which has of late years been carried on upon the subject of American history, and the careful investigation of original sources of intelligence, by individuals eminently qualified for the task, have furnished valuable mate-

rials from which to enlarge and to correct the historical records of our country. It was time to have these advantages transferred to works designed for the purpose of education. I was happy, therefore, to observe by your announcement, that a book on this plan was to be prepared. I have since been gratified with the perusal of the volume; and I take pleasure in saying that it appears to me in every respect well executed. It avoids the fault with which most compilations are chargeable—that of merely sketching a general outline of events, too brief and abstract to gain the attention of the student. It is free, at the same time, from injudicious prolixity and detail.

The style is clear, concise, and spirited; free on the one hand from the ambitious and rhetorical character, and on the other, from the negligence and inaccuracy into which most of our popular compends have fallen.

As a history of the United States, it is, in my opinion, more full and more exact than any of the same size, and in all other respects preferable, as a book intended to aid the business of instruction.

WILLIAM RUSSELL,
Editor of the American Journal of Education, first series.
Philadelphia, Oct. 1836.

New York, January 11, 1837.

We fully concur in the sentiments above expressed.

G. J. HOPPER,
RUFUS LOCKWOOD,
ROYAL MANN,
JOHN OAKLEY,
HENRY SWORDS,
GEORGE INGRAM,
JOHN C. TREADWELL,
JOSEPH M'KEEN,
F. S. WORTH,
WILLIAM FORREST,
F. A. STREETER,
JAMES LAWSON,
DAVID SCHOYER,
SOLOMON JENNER,
C. WM. NICHOLS,
JOSEPH MOONEY,
JOSEPH CHAMBERLAIN,
MYRON BEARDSLEY,
WILLIAM H. WYCKOFF,
THEODORE W. PORTER,
C. C. JENNINGS.
ROBERT J. FURNEY,
AARON RAND,
EDMUND D. BARRY, D.D., Principal of a Classical Academy.
SAMUEL GARDNER,
D. STEVENS,
SAMUEL BROWN,
JOSEPH M. ELY,
P. PERRINE,
SAMUEL RICHARDS.

From S. Jones, A.M., Philadelphia, corner of Seventh and Carpenter streets

A History of the United States for the use of schools, such as the present, has long been greatly needed—something to correspond in its general character with the admirable histories of Goldsmith, which have been received with so much favour. I have examined the volume prepared by Mr. Frost, and "although the considerable period embraced, the multitude of characters and events delineated, and the extent of the field in which they figure," have called for the exercise of great judgment in the selection, as well as in the arrangement of his materials, yet this difficult task has been accomplished with a success which is highly creditable to the author. The great industry and fidelity with which it has been composed are very apparent; and the "List of Authorities," at the end, evinces that he has availed himself of the best sources of information. It gives me pleasure to commend this History of the United States, as being better suited to the valuable purpose for which it was designed, than any other which has hitherto come under my notice.

February, 1837. S. JONES.

MR. E. C. BIDDLE,

Your "Frost's United States" is, in my judgment, by far the best school book in the department of history that we have. It ought to supersede, in respect to more advanced pupils, any other text-book extant on this subject. I can only wish that it may be placed within the reach of those for whom it is intended, inasmuch as the work needs to be known merely, in order to be generally adopted.

CHARLES HENRY ALDEN.

Columbia Academy, Philad., Nov. 15, 1836.

MR. EDWARD C. BIDDLE,

Dear Sir,—I am so well pleased with "Frost's History of the United States," and its merits as a school book, that I have organized a class who are now engaged in studying it.

Respectfully yours, &c.

J. H. BROWN.

We fully concur in the opinions expressed above.

JOHN COLLINS,
MATTHIAS NUGENT,
RICHARD O'R. LOVETT,
S. H. REEVES,
JAMES CROWELL,
THOMAS COLLINS,
R. M'CUNNEY,
THOMAS H. WILSON,
DAVID SMITH,
BARTRAM KAIGHN,
M. SEMPLE,
B. W. BLACKWOOD,
WILLIAM M'NAIR,
E. W. HUBBARD,
WILLIAM LEWIS,
E. NEVILLE,
JOHN ALLEN,
WILLIAM MANN,
JAMES E. SLACK,
L. W. BURNETT,
CHARLES MEAD,
THOMAS M'ADAM,
WILLIAM ALEXANDER, A.M.
JOSEPH RAPP, No. 41 Sansom street.
JOHN PURLZ,
AUGUSTINE LUDINGTON,
SAMUEL CLENDENIN,
ARCHIBALD MITCHELL,
THOMAS T. AZPELL,
T. G. POTTS,
J. B. WALKER,
H. LONGSTRETH, A.M., Classical Teacher, Friends' Academy.
D. R. ASHTON,
WILLIAM MARRIOTT, Principal of Philadelphia Select Academy, corner of Fifth and Arch streets.
RIAL LAKE,
E. FOUSE, N. E. corner of Race and Sixth streets.
WILLIAM A. GARRIGUES, Mathematical Teacher.
I. I. HITCHCOCK,
THOMAS BALDWIN,
T. SEVERN,
JOHN SIMMONS,
JOHN EVANS,
JOHN STOCKDALE,
Rev. SAML. W. CRAWFORD, A.M. Principal of the Academical Dept. of the University of Pennsylvania.

I have examined "Frost's History of the United States," just published, and cheerfully recommend it to the attention of teachers as a very superior work of the kind. In style, a most important point in works of this character, it is decidedly superior to some of the most popular historical compends now used in our schools and academies.

Baltimore, March 16, 1837. R. CONNOLLY.

Dear Sir,—I have long felt the want of a good History of the United States, and was pleased to have the opportunity of perusing Frost's. I am so much pleased with its elegance of language, neat arrangement, copious questions, and style of getting up, that I shall at once introduce it into my school, and use my influence to give it a wide circulation.

Baltimore, March 16, 1837. E. B. HARNEY.

We fully concur in the above.

EDWARD S. EBBS,
MICHAEL POWER,
ANDREW DINSMORE,
JAMES WILKISON,
N. M. KNAPP,
DAVID KING,
JOHN R. GARBOE,
JOSEPH WALKER,
JAMES E. SEARLY,
THOMSON RANDOLPH,
CHARLES H. ROBERTSON,
CHARLES F. BANSEMOS,
ROBERT O'NEILL,
JOHN HARVIE,
E. YEATES REESE,
PHILIP WALSH,
JOHN KIRBY, A.M.
BENJAMIN G. FRY,
S. M. ROSZEL,
JOSEPH H. CLARKE,
JOHN KEELY,
PARDON DAVIS.

Baltimore, March, 1837.

Mr. E. C. Biddle,

Sir,—I have examined with some attention "A History of the United States, by John Frost," published by you. I am so much pleased with its happy arrangement, correct style, and careful investigation into the incidents of our history, that I shall introduce it into my school, as early as practicable, and I think its merits need only be known, to recommend it to every school in the country.

I am, respectfully, &c.

A. A. DOWSON.

By the politeness of the publisher, Mr. E. C. Biddle, of Philadelphia, we have received, through his agent, a copy of Frost's "History of the United States;" and having examined it, are infinitely pleased with the work. The compiler has departed sufficiently from the path of common historians, to render his work truly entertaining, without overlooking any important historical fact. The chronological and statistical tables are full, the subject matter well arranged, and it seems adapted in every important respect for use in schools and academies.

KNAPP & WILLS.

Gay Street Seminary, March 20, 1837.

Baltimore Female Classical School.

Mr. Biddle,

Sir,—As far as I have examined "The History of the United States," which you put into my hands for that purpose, it receives my decided approbation; and in corroboration of this, I shall introduce it immediately, as a text-book, into my school.

A. B. CLEAVELAND, A.M., M.D., Schoolmaster.

Baltimore, March 16, 1837.

From Stephen S. Roszel, A.M., Principal of "Spring Seminary," Baltimore.

Mr. E. C. Biddle,

Sir,—A superficial examination of "Frost's United States" is quite sufficient to convince any impartial and enlightened mind of its general excellence, and especially of its admirable adaptation to the purposes of scholastic study. The simplicity of its arrangement, the perspicuity of its delineations, and the elegance of its style, combine to recommend its adoption in all our literary institutions, and to secure in its favour the cheerful plaudits of universal approbation.

Respectfully,

S. S. ROSZEL.

Philadelphia, March 24, 1838.

This is to certify, that "Frost's History of the United States" has been adopted as a class-book by the Controllers of the Public Schools of the First School District of Pennsylvania, and is in general use in the public schools in the city and county of Philadelphia.

R. PENN SMITH,

Secretary of the Board of Controllers.

Frost's History of the United States has been reprinted in London as the first of a series of national histories written by natives of the respective countries to which they relate. This is a compliment not often paid to American school books by British publishers.

PINNOCK'S ENGLAND.

PINNOCK'S IMPROVED EDITION OF DR. GOLDSMITH'S HISTORY OF ENGLAND, from the invasion of Julius Cæsar to the death of George II., with a continuation to the year 1838: with questions for examination at the end of each section; besides a variety of valuable information added throughout the work, consisting of Tables of Contemporary Sovereigns and Eminent Persons, copious Explanatory Notes, Remarks on the Politics, Manners, and Literature of the Age, and an Outline of the Constitution. Illustrated with 30 Engravings on Wood. Fifteenth American, corrected and revised from the twenty-fourth English edition.

RECOMMENDATIONS.

MESSRS. KEY & BIDDLE, *Philadelphia, Oct.* 20, 1834.

Gentlemen,—Be pleased to accept my thanks for the favour you have done me in sending a copy of your neat and attractive edition of Pinnock's Goldsmith's England. It appears to me to have been sedulously prepared for the purpose which it professes to subserve—that of a convenient manual for schools and academies. By the questions and tabular views at the ends of the several chapters, the scholar will be able to test his own acquisitions, and to embrace at a glance an important collection of facts, in regard to the history and biography of the period of which he has been reading. These landmarks for the memory serve to raise a host of reminiscences, all interesting to the diligent and inquiring student. With my wishes for the success of the work, accept the assurances of the high respect with which I subscribe myself.

Your obedient servant,
WALTER R. JOHNSON,
Professor of Mechanics and Natural Philosophy in the Franklin Institute.

From S. Jones, A.M., Principal of the Classical and Mathematical Institute, Philadelphia.

I have attentively examined Pinnock's improved edition of Dr. Goldsmith's History of England, published by Messrs. Key & Biddle, of this city, and am impressed with its excellence. I have no hesitation in expressing my full approbation of the work, with my belief that it will receive a liberal patronage from an enlightened community. S. JONES.

11th Month, 1834.

I consider Pinnock's edition of Goldsmith's History of England as the best edition of that work which has yet been published for the use of schools. The tables of contemporary sovereigns and eminent persons, at the end of each chapter, afford the means of many useful remarks and comparisons with the history of other nations. With these views, I cheerfully recommend it as a book well adapted to school purposes. JOHN M. KEAGY.

Friends' Academy, Philadelphia.

We fully concur in the opinion as expressed above.

SETH SMITH,
J. H. BLACK,
THOMAS COLLINS,
JAMES CROWELL,
J. B. WALKER,
S. C. WALKER,
T. H. WILSON,
J. MADEIRA,
WILLIAM MANN,
W. MARRIOTT,
C. B. TREGO,
URIAH KITCHEN,
THOMAS EUSTACE,
JOHN HASLAM,
W. CURRAN,
J. STOCKDALE,
S. H. REEVES,
J. HAYMER,
W. B. ROSE,
CHARLES MEAD,
BENJAMIN MAYO,
REV. S. M. GAYLEY, Wilmington, Del.
E. FOUSE,
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JOSEPH R. EASTBURN,
A. STEVENSON,
WILLIAM A. GARRIGUES,
M. SOULE,
REV. CHARLES HENRY ALDEN,
JOHN EUSTACE,
BENJAMIN C. TUCKER,
HUGH MORROW,
WILLIAM M'NAIR,
E. H. HUBBARD,
R. LAKE,
JOHN WEBB,
JOHN ORD,
SAMUEL CLENDENIN,
D. R. ASHTON,
J. O'CONNOR, Secretary to the Philadelphia Association of Teachers.
JOSEPH WARREN,
THOMAS CONRAD,
THOMAS M'ADAM,
REV. SAMUEL W. CRAWFORD, A.M., Principal of Academical Dept. of University of Pennsylvania.
M. L. HURLBUT,
R. W. CUSHMAN,
AUGUSTINE LUDINGTON,
JOHN ERHARDT,
OLIVER A. SHAW,
A. D. CLEVELAND.

Baltimore, *Dec.* 1834

We fully concur in the opinion above expressed.

SAMUEL JONES,
O. W. TREADWELL,
E. BENNETT,
E. R. HARNEY,
ROBERT O'NEILL,
N. SPELMAN,
S. W. ROSZELL,
SAMUEL HUBBELL,
H. O. WATTS,
C. F. BANSEMER,
D. E. REESE,
S. A. CLARKE,
JOHN FINLEY, A.M.
WILLIAM HAMILTON,
JOSEPH WALKER,
JAMES SHANLEY,
DAVID RING,
ROBERT WALKER,
D. W. B. M'CLELAN,
S. A. DAVIS,
JAMES F. GOULD,
JOSEPH H. CLARKE,
FRANCIS WATERS,
JOHN MAGEE,
MICHAEL POWER.

Recommendations to the same general effect have been received from the following gentlemen :—

SIMEON HART, JR., Farmington, Conn.
REV. D. R. AUSTIN, Principal of Monmouth Academy, Monson, Mass.
T. L. WRIGHT, A.M., Principal of East Hartford Classical and English School.
REV. N. W. FISKE, A.M., Professor Amherst College, Mass.
E. S. SNELL, A.M., Professor Amherst College, Mass.
REV. S. NORTH, Professor of Languages, Hamilton College, New York
W. H. SCRAM, A.M., Principal of Classical and English Academy, Troy, New York.
JAMES F. GOULD, Principal of Classical School, Baltimore.
A. B. MYERS, Principal of Whitehall Academy, New York.
HORACE WEBSTER, Professor Geneva College, New York.
W. C. FOWLER, Professor Middlebury College, Vermont.
B. S. NOBLE, Bridgeport, Conn.
REV. S. B. HOWE, late President of Dickinson College.
B. F. JOSLIN, Professor Union College, New York.

PINNOCK'S GREECE.

PINNOCK'S IMPROVED EDITION OF DR. GOLDSMITH'S HISTORY OF GREECE. Revised, corrected, and very considerably enlarged, by the addition of several new chapters and numerous useful notes; with questions for examination, at the end of each section. Revised from the twelfth London edition. With 30 engravings, by Atherton.

RECOMMENDATIONS.

From Mr. N. Dodge, Teacher, South Eighth street.

The edition of "Pinnock's History of Greece" on the basis of Goldsmith's, is, in my estimation, a work of superior merit. The introductory chapters are especially valuable. The body of the work is greatly improved; and the continuation, though brief, supplies a want greatly felt by every reader at the conclusion of the original work of Dr. Goldsmith. I shall introduce it into my seminary as the best text-book on the subject.

N. DODGE.

We fully concur in the opinions above expressed.

THOMAS H. WILSON,
WM. ALEXANDER, A.M.
JOHN SIMMONS,
WILLIAM M'NAIR,
EDWARD H. HUBBARD,
EZEKIEL FOUSE,
REV. WM. MANN, A.M.
J. MADEIRA,
J. E. SLACK,
L. W. BURNET,
JOHN HASLAM,
THOMAS EUSTACE,
JOHN EUSTACE,
WILLIAM MARRIOTT,
RIAL LAKE,
THOMAS COLLINS,
MATTHIAS NUGENT,
SAMUEL CLENDENIN,
JAMES CROWELL,
WILLIAM B. ROSE,
AUGUSTINE LUDINGTON,
REV. SAMUEL W. CRAWFORD, A.M., Principal of the Acadl. Dept. of the University of Pennsylvania.
THOMAS M'ADAM,
THOMAS T. AZPELL,
A. MITCHELL,
H. MORROW,
D. R. ASHTON,
BENJAMIN C. TUCKER,
ES. LEVY,
WILLIAM ROBERTS,
SAMUEL J. WILLEY,
THOMAS BALDWIN,
U. KITCHEN,
M. L. HURLBERT,
SHEPHERD A. REEVES,
EDMUND NEVILLE,
NICHOLAS DONNELLY,
WILLIAM A. GARRIGUES.

PINNOCK'S ROME.

PINNOCK'S IMPROVED EDITION OF DR GOLDSMITH'S HISTORY OF ROME. To which is pre fixed an Introduction to the Study of Roman History, and a great variety of information throughout the work on the Manners, Institutions, and Antiquities of the Romans; with questions for examination, at the end of each section. Revised from the twelfth London edition, with additions and improvements. With 30 engravings, by Atherton.

RECOMMENDATIONS.

Having examined Pinnock's improved edition of Dr. Goldsmith's History of Rome, I unhesitatingly say, that the style and elegance of the language, the arrangement of the chapters, and the questions for examination, render it, in my estimation, a most valuable school book:—I therefore most cheerfully recommend it to teachers, and do confidently trust that it will find an extensive introduction into the schools of our country.

Baltimore, September 23, 1835. JAMES F. GOULD.

We fully concur in the above recommendation.

S. P. SKINNER,	A. DINSMORE,
C. H. ROBERTSON,	JAMES WILKESON,
ROBERT WALKER,	JOSEPH H. CLARKE,
WILLIAM HAMILTON	S. A. CLARKE,
DAVID RING,	JOSEPH WALKER,
JAMES E. SEARLEY,	JAMES SHANLEY,
SAMUEL ROSZEL,	E. RHODES HARNEY,
E. YEATES REESE,	ROBERT O'NEILL,
N. SPELMAN,	MICHAEL POWER,
B. WALSH,	JOHN PRENTISS,
PARDON DAVIS,	EDWARD S. EBBS,
SAMUEL HUBBELL,	MICHAEL TONER.
O. W. TREADWELL,	

From Samuel Jones, A.M., Principal of the Classical and Mathematical Institute, Philadelphia.

A writer of so honourable a popularity as Dr. Goldsmith, for all the graces of an elegant, pollshed, and pure style and whose histories have been so long and so extensively useful to youth, *certainly* needs no encomium. It may be added, however, for the information of those teachers who are not acquainted with the improvements of Pinnock, that he has been for some time eminent in England for valuable additions to school books. Of the edition of Rome, by Messrs. Key & Biddle of this city, it is believed that it will be found superior, in the manner of "getting up," to any yet published in this country; while its attractive appearance and mechanical execution lead me not only to hope,

but confidently expect, that they will receive a liberal return for their investment.

Philadelphia, September 15, 1835. SAMUEL JONES.

From J. M. Keagy, M.D., Principal of Friends' Academy, Philadelphia.

Pinnock's edition of "Goldsmith's Rome" has several very useful additions; the one an introduction, containing an abridged view of Roman Geography and Antiquities, and the other a very appropriate extension of Roman history to the subjugation of the empire by the Northern Barbarians. This improved edition of "Goldsmith's Rome" will, no doubt, retain its place in our schools as one of the best abridgments of the history of that interesting people.

JOHN M. KEAGY.

We fully concur in the above.

THOMAS BALDWIN,
D. MAGENIS, Teacher of Elocution.
WILLIAM A. GARRIGUES,
CHARLES HENRY ALDEN,
W. MARRIOTT,
THOMAS CONARD,
URIAH KITCHEN,
SETH SMITH,
J. D. GRISCOM,
AUGUSTINE LUDINGTON,
CHARLES B. TREGO,
THOMAS EUSTACE,
J. H. BROWN,
JOHN STEEL,
T. G. POTTS,
JOSEPH P. ENGLES,
WILLIAM MANN,
L. W. BURNET,
HUGH MORROW,
JOSEPH EUSTACE,
M. A. CRITTENDEN, Principal of a Young Ladies' Seminary, Philadelphia.
F. M. LUBBREN,
SHEPHERD A. REEVES,
JOHN HASLAM,
E. FOUSE,
OLIVER A. SHAW,
M. L. HURLBERT,
RIAL LAKE,
BENJAMIN MAYO,
WILLIAM M'NAIR,
C. K. FROST,
SAMUEL CLENDENIN,
THOMAS COLLINS,
J. O'CONNOR,
JOHN STOCKDALE,
D. R. ASHTON,
BENJAMIN C. TUCKER,
JAMES CROWELL,
RICHARD M'CUNNEY,
J. E. SLACK,
CHARLES MEAD,
E. H. HUBBARD,
V. VALUE,
EDWARD POOLE.

Recommendations to the same effect have been received from the following gentlemen:

SIMEON HART, Jr., Farmington, Conn.
T. L. WRIGHT, East Hartford, Conn.
Rev. N. W. FISKE, Professor Amherst College, Mass.
D. R. AUSTIN, A.M., Principal of Monson Academy.
Rev. S. NORTH, Professor Hamilton College, New York.
HORACE WEBSTER, Professor Geneva College, New York.
B. G. NOBLE, Bridgeport, Conn.
Rev. S. B. HOWE, late President of Dickinson College.
B. F. JOSLIN, M.D., Professor Union College, New York.
G. B. GLENDINNING, Troy, New York.
J. P. BRACE, Principal of Hartford Female Academy.
C. H. CALHOUN, A.M., Tutor William's College.
GEORGE HALE, A.M., Tutor William's College.
J. H. LATHROP, A.M., Professor Hamilton College, New York.
A. N. SKINNER, New Haven, Conn.
D. D WHEDON, Professor Wesleyan University, Middleton, Conn.

OUTLINES OF SACRED HISTORY.

OUTLINES OF SACRED HISTORY; from the Creation of the World to the Destruction of Jerusalem. With questions for examination. Intended for the use of Schools and Families. New edition, enlarged and improved. Illustrated with 30 engravings on wood. Published in London, under the direction of the Committee of General Literature and Education, appointed by the Society for promoting Christian Knowledge.

RECOMMENDATIONS.

From Dr. Keagy, Principal of Friends' Academy, South Fourth street.

The "Outlines of Sacred History," published by Messrs. Key & Biddle, is a well-written digest of Bible history, with the continuation of the Old Testament history from the time of Nehemiah to the advent of Christ, and of that of the New Testament, to the destruction of Jerusalem. It is altogether an excellent epitome, and will be very useful to our youth in giving them consistent and comprehensive views of the historical parts of the Scriptures.

Philadelphia, 1836. JNO. M. KEAGY.

From Rev. Nehemiah Dodge, Principal of Harmony Hall Seminary.

MESSRS. KEY & BIDDLE, *Philadelphia, February* 15, 1836.

I have examined, with much pleasure, your edition of "Outlines of Sacred History." I think it better suited to the younger members of families, and also to the *junior classes* in our seminaries, than any other work with which I am acquainted in this most important department of education.

No. 78 *South Eighth street.* N. DODGE.

We fully concur in the opinions above expressed.

T. H. WILSON,
WM. ALEXANDER, A.M.
JOHN SIMMONS,
WILLIAM M'NAIR,
ED. H. HUBBARD,
EZEKIEL FOUSE,
REV. WM. MANN, A.M.
J. MADEIRA,
J. E. SLACK,
L. W. BURNET,
JOHN HASLAM,
THOMAS EUSTACE,
JOHN EUSTACE,
WILLIAM MARRIOTT,
RIAL LAKE,
THOMAS COLLINS,
MATTHIAS NUGENT,
SAMUEL CLENDENIN,
JAMES CROWELL,
W. B. ROSE,
AUGUSTINE LUDINGTON,
REV. SAMUEL W. CRAWFORD, A.M., Principal of Academical Dept. of University of Pennsylvania.
THOMAS M'ADAM,
T. T. AZPELL,
A. MITCHELL,
H. MORROW,
D. R. ASHTON,
BENJAMIN C. TUCKER,
ES. LEVY,
WILLIAM ROBERTS,
THOMAS BALDWIN,
U. KITCHEN,
M. L. HURLBERT,
SHEPHERD A. REEVES,
NICHOLAS DONNELLY,
WILLIAM A. GARRIGUES.

"*Outlines of Sacred History.*"—A very interesting work, well adapted to answer the end designed. Illustrated with numerous wood cuts, and enriched with poetic description, its arrangement seems admirably calculated to impress upon the rising generation the interesting facts of sacred history. In this little volume, kings, warriors, judges, shepherds, and tribes pass before us in succession; and while we read their history, we almost seem to groan under their bondage, or exult in their liberty. Sir Isaac Newton said, "There is no philosophy like that taught in the Bible;" and truly we may say, there is no history of any nation or of any age that will bear comparison with that recorded on its sacred page: and I deem every effort to bring it before our families and the rising generation as worthy of praise; and when done with the taste and order exhibited in these Outlines, as deserving extensive patronage.
WILLIAM SUDDARDS,
Rector of Grace Church, Philadelphia.

After a cursory examination of the "Outlines of Sacred History," I can cheerfully recommend it as admirably adapted to the wants of those families who have long desired an elementary work, literary and religious, which might be studied on the Sabbath-day with propriety and interest, as preparatory to the recitations of the following morning. While it should be regarded as a valuable Sabbath-school book, it will be found to be specially useful in common schools, and even interesting and edifying to persons of mature age, as a book of reference.

J. LYBRAND.

From Wm. Russell, M.A., Editor of the first series of the American Journal of Education, and Teacher of a Select Female School, Philad.

"The Outlines of Sacred History," of which you have published a new edition, I have found a useful and pleasing book for young pupils, and am gratified to learn that its circulation, as a family book, is also extensive. Used in conjunction with any of the recent maps of Palestine, it seems well adapted to impart clear and accurate ideas of the contents of the sacred volume.
WM. RUSSELL.

From the Rev. Cooper Mead, D.D., Rector of Trinity Church, Southwark.

MESSRS. KEY & BIDDLE:

Gentlemen,—Having examined the "Outlines of Sacred History," intended for the use of schools and families, I think the work well calculated to interest and instruct those for whom it has been prepared, and especially fitted to excite the young to a more careful perusal of the Bible, of which it is a valuable epitome.

February 18, 1836.

Recommendations to the same effect have been received from the following gentlemen:

REV. S. B. HOWE, late President of Dickinson College.
BARTRAM KAIGHN.
REV. GEORGE DUFFIELD, of the Tabernacle, New York.
C. D. CLEVELAND, Principal of Classical Seminary, Philadelphia.
CALVIN TRACY, A.M., Principal of New Brunswick Female Academy.
C. G. BURNHAM, A.M., Principal of Rahway Female Seminary.
PROFESSOR GRISCOM, late of New York.

FROST'S AMERICAN SPEAKER.

THE AMERICAN SPEAKER; comprising a comprehensive Treatise on Elocution, and an extensive Selection of Specimens of American and Foreign Eloquence. Embellished with engraved Portraits of distinguished American Orators, on steel. By J. Frost, author of History of the United States.

The design of this work is to furnish a correct and satisfactory treatise on the Principles of Elocution in a small space; and a very rich and copious collection of specimens of Deliberative, Forensic, Academic, and Popular Eloquence, filling up the greater portion of the volume. It has met with a very rapid sale, six thousand copies having been called for within a few weeks after its first appearance. The estimation in which it is held by intelligent teachers will appear by the following:

RECOMMENDATIONS.

From William Russell, Esq., Teacher of Elocution, first Editor of the Journal of Education.

Dear Sir,—The "American Speaker," edited by Mr. Frost, is, I think, one of the best volumes for practical exercises in elocution, that instructers or students can find. The rules and principles laid down in the introductory part of the book, comprise whatever is most useful in Walker's system, as abridged by Mr. Ewing of Edinburgh. The compends of Mr. Ewing were preferred to all others, by the late Dr. Porter of Andover, whose critical knowledge and pure taste in relation to the art of elocution are so extensively appreciated.

The numerous rules on the manner of reading the *series*—so termed by elocutionists—may be differently viewed by instructers, according to the extent to which they follow Walker's authority. But there can be no diversity of opinion as to the utility of the other parts of the work, and, particularly, the many pieces in which the inflections of the voice are marked throughout by appropriate accents. Respectfully, yours,

Mr. E. C. Biddle, *Philadelphia.* WM. RUSSELL.

Mr. Biddle:

I consider "Frost's American Speaker" to be the best compilation of the kind that has ever met my eye. The principles of elocution therein laid down are excellent, and well calculated to promote eloquence in every youthful American freeman. The extracts are of a high order, and, in general, breathe the spirit of liberty and independence. Giving you my best wishes for the success of the work, I remain, very respectfully, yours,

WILLIAM ALEXANDER.

I have carefully examined "The American Speaker, by John Frost," and feel no hesitation in saying that I am highly pleased with the work. The rules and examples elucidating the principles of elocution, cannot fail to secure the advancement of the student in the difficult science of Oratory. I have already introduced it into my school.—With respect to Mr. J. Frost's "Abridgment of the History of the United States," I consider it extremely well calculated to give younger pupils a sufficient knowledge of the history of their own country. MICHAEL POWER.

Baltimore, January 2, 1838. *Principal of Asbury College.*

NEW GEOGRAPHY FOR SCHOOLS.

IN PREPARATION, AND WILL BE PUBLISHED IMMEDIATELY,

BY

THOMAS, COWPERTHWAIT & Co.,

MITCHELL'S SCHOOL GEOGRAPHY

ACCOMPANIED BY

AN ATLAS OF SIXTEEN MAPS.

The author, Mr. S. AUGUSTUS MITCHELL, is favourably known to the public, having for a number of years past devoted his attention to the compiling and publishing of Geographical works and Maps. The knowledge he has acquired in the prosecution of this business, has induced many of his friends—teachers in different parts of the country—to direct his attention to the present work, persuaded that he could prepare one suited to their views, and calculated to facilitate the progress of their pupils.

Within the last twelve or fifteen years, the great attention paid to Geography in our principal schools and seminaries, has been the means of producing several meritorious works on this subject. They have their respective peculiarities and excellencies, and are mostly well calculated to aid the scholar in his progress towards acquiring a competent knowledge of that interesting science.

To most of the works in question, however, the objection attaches of failing to represent the world *as it is at the present day*. Perhaps not one of them (though editions for 1838 are before the public,) exhibits even our own country according to its actual divisions. The same objection exists in relation to South America and some other quarters of the world, where important States are neither mentioned in the Geographies nor delineated in the Maps.

The author of this *School Geography* has endeavoured to describe in the Work, and delineate in the Maps composing the *Atlas*, such a representation of the principal States in the world as will obviate these omissions.

The preliminary part of the work, or the description of the definitions, will be found perhaps as simple and easy of comprehension as can well be obtained. It is arranged chiefly in the method of *question and answer;* yet presenting, it is believed, sufficient scope to exercise the mental faculties of the pupil.

The Pictorial Illustrations will comprise from *one hundred and fifty* to *two hundred Engravings*, chiefly from original designs, and engraved by the best artists in the country. Some of these will embrace a number of the leading objects of nature and art, and others will illustrate in an appropriate manner important facts stated in the body of the work. They are not introduced for mere ornament, but are designed to convey information by visible images—the most forcible of all languages.

The Maps composing the Atlas are from original drawings, and engraved in the neat and distinct manner for which *Mr. Mitchell's Maps* have been distinguished. This is a subject of considerable importance to both teacher and scholar. Some very good maps found in atlasses accompanying school geographies are engraved in a manner so slovenly and indistinct, that it is often difficult to distinguish the names of places: others are printed on paper so ill calculated for the purpose, that the atlas falls to pieces in a short time. It is believed that the great majority of teachers are well aware of this fact, it being frequently complained of. These objections the publishers will obviate to the utmost extent that the plan prescribed for this work will permit.

OSWALD'S ETYMOLOGICAL DICTIONARY.

AN ETYMOLOGICAL DICTIONARY OF THE ENGLISH LANGUAGE, on a plan entirely new. By JOHN OSWALD, Author of "Etymological Manual of the English Language," and "Outlines of English Grammar." Revised and improved, and especially adapted to the purpose of teaching English Composition in Schools and Academies. By J. M. Keagy.

MESSRS. KEY & BIDDLE:

Gentlemen,—In republishing "Oswald's Etymological Dictionary," enriched as it is by the sensible and well written "Introduction" of Dr. Keagy, you have done a real service to the cause of *sound education*. It is the best work of the kind (designed for schools) that I have yet seen, and it must have an extensive circulation. For in every well regulated school taught by competent masters, etymology will form a prominent branch of study as long as there is an inseparable connexion between clearness of thought and a correct use of language.

Yours respectfully,
C. D. CLEVELAND.

We fully concur in the above.

J. M'INTYRE,
JAMES B. ESPY,
JNO. SIMMONS,
B. W. BLACKWOOD,
E. H. HUBBARD,
E. NEVILLE,
F. M. LUBBREN,
WM. A. GARRIGUES,
WILLIAM MARRIOTT,
RIAL LAKE,
THOMAS T. AZPELL,
A. MITCHELL,
CHARLES MEAD,
WM. MANN,
WILLIAM M'NAIR,
JOHN STEEL,
BENJAMIN MAYO,
JOHN HASLAM,
CHAS. HENRY ALDEN
THOMAS EUSTACE,
W. CURRAN,
BENJAMIN TUCKER,
M. L. HURLBERT,
T. G. POTTS,
CHARLES ATHERTON,
HENRY LONGSTRETH, A.M.
PROFESSOR JOHN GRISCOM late of New York.
SAMUEL CLENDENIN,
E. FOUSE,
THOMAS CONARD,
HENRY BILL,
THOMAS BALDWIN,
U. KITCHEN,
DANIEL MAGINIS,
JOHN EVANS,
JOSEPH P. ENGLES,
J. W. ROBERTS,
BARTRAM KAIGHN,
JNO. D. GRISCOM,
ARCHIBALD O. R. LOVETT,
AUGUSTINE LUDINGTON,
WM. B. ROSE,
NICHOLAS DONNELLY,
C. K. FROST,
WM. ALEXANDER, A.M.
M. SOULE,
J. RAPP,
JOHN STOCKDALE,
REV. SAMUEL W. CRAWFORD A.M., Principal of the Acadl. Dept. of the University of Pennsylvania.
THOMAS H. WILSON,
THOMAS M'ADAM.
WILLIAM RUSSELL, Esq., Editor of American Journal of Education.

FROST'S
HISTORY FOR COMMON SCHOOLS.

HISTORY OF THE UNITED STATES FOR THE USE OF COMMON SCHOOLS. By John Frost, author of "History of the United States for the use of Schools and Academies," "The American Speaker," &c.

This work is condensed from the author's larger History of the United States for the Use of Schools and Academies. In reducing the quantity of matter to such a compass, as will place the volume within the reach of the common schools, no pains have been spared to preserve all that is essential to a clear and comprehensive history of the country. No event of importance, noticed in the larger history, is passed over in this, although many of the minor details are considerably condensed; and some circumstances and observations having a comparatively unimportant bearing on the main story, are entirely omitted.

The author's design, in accomplishing the condensation of his former work, has been to furnish the common schools of the country with a history, in a cheap and convenient form, which would be complete and sufficient for the purposes of sound instruction, not only in the plan and arrangement, but in the amount of solid information which it should comprise. How far he may have succeeded in this attempt it remains for the friends of popular education to determine.

RECOMMENDATIONS.

The following are selected from a large number of recommendations of the above work which have been received by the publishers. It has been adopted by the Controllers of the Public Schools of the City and County of Philadelphia, and by other committees of public schools in various parts of the country.

From the Rev. C. H. Alden, Principal of the Philadelphia High School for Girls.

"Frost's History of the United States" is a text-book in my school, and is justly a favourite. I have often regretted that an edition, in a smaller volume, with numerous illustrative engravings, was not furnished for the use of our junior classes and common schools. I am glad, therefore, to see what I thought a desideratum, and in a style, and at a price so well adapted to the purposes intended. This volume, I find, is abridged from the larger volume very judiciously, and can be recommended very confidently to general use. There is no history of our country, in my opinion, at all comparable with it as a common school book.

CHARLES HENRY ALDEN

Philadelphia, Oct. 23, 1837.

I judge "Frost's History of the United States" to be a most excellent epitome of American history. Many interesting and important facts relative to American affairs, in other works of the kind omitted, are therein judiciously intro-

A B ... Mr Osyme

duced. The simplicity and elegance of the style cannot fail to please every attentive reader. The appendix, containing the constitution of our beloved land, as also a useful chronological table, will render the work doubly valuable.

WM. ALEXANDER,

October 19, 1837. *Teacher of Languages, Philadelphia.*

Philadelphia, Nov. 16, 1837.

I have just got through with an examination of "Frost's History of the United States for Common Schools." I have, for a long time, felt the need of a history of our country that should embrace all the most important events, and, at the same time, present a style and arrangement attractive to the common reader. My wishes were fully met upon receiving a copy of the larger work, by the same author. This work ought to be placed in every library as well as in every school.

This smaller work, which appears to be condensed from the larger one, contains all the important facts and retains the same easy style that characterized the book from which it was abridged. I feel safe in recommending it to others, and shall introduce it into my seminary as an introduction to the large work, so soon as I can dispense with other works now in use.

Yours, &c.

H. BILL *Union Hall.*

MR. E. C. BIDDLE:

Dear Sir,—I have to acknowledge the favour of copies of "Frost's United States for the use of Common Schools," and of "The American Speaker" by the same gentleman. As you have my opinion of the book from which the first of these works is condensed, it is not necessary to say much of the present volume. The author, it seems to me, has furnished a book better suited to a large class of pupils than his former work; and while it is complete and sufficient for the purposes of sound instruction, not only in the plan and arrangement, but in the amount of solid information which it comprises, can be afforded at one-half the price of the larger volume. I am making use of both of these "Histories," with entire satisfaction. "The Speaker" contains a great variety of pieces, selected, with much care and judgment, from our most successful orators, and is well adapted to promote the object of the compiler. The Principles of Elocution, by Mr. Ewing, which are prefixed to the collection, and the number of exercises marked with inflections, give this work claims over all other books of the kind I have examined, and will, doubtless, secure for it a ready introduction to our colleges and academies. The work has been procured by a number of my pupils, and I unhesitatingly commend it.

Yours, &c.

S. JONES,

No 17 South Seventh street, Philadelphia.

Philadelphia, March 24, 1838.

This is to certify, that "Frost's History of the United States" has been adopted as a class-book by the Controllers of the Public Schools of the First School District of Pennsylvania, and is in general use in the public schools in the city and county of Philadelphia.

R. PENN SMITH,

Secretary of Board of Controllers.

GUY ON ASTRONOMY, AND KEITH ON THE GLOBES.

GUY'S ELEMENTS OF ASTRONOMY, AND AN ABRIDGEMENT OF KEITH'S NEW TREATISE ON THE GLOBES. Thirteenth American edition, with additions and improvements, and an explanation of the astronomical part of the American Almanac. Illustrated with eighteen plates, drawn and engraved on steel, in the best manner.

RECOMMENDATIONS.

Philadelphia, December, 1834.

A volume containing Guy's popular treatise of Astronomy, and Keith on the Globes, having been submitted to us for examination, and carefully examined, we can without any hesitation recommend it to the notice and patronage of parents and teachers. The work on Astronomy is clear, intelligible, and suited to the comprehension of young persons. It comprises a great amount of information, and is well illustrated with steel engravings. Keith on the Globes has long been recognised as a standard school book. The present edition, comprised in the same volume with the Astronomy, is improved by the omission of much extraneous matter, and the reduction of size and price. On the whole, we know of no school book which comprises so much in so little space as the new edition of Guy and Keith.

THOMAS EUSTACE,
JOHN HASLAM,
W. CURRAN,
SAMUEL CLENDENIN,
SHEPHERD A. REEVES,
JOHN STOCKDALE,
J. B. WALKER,
J. E. SLACK,
JOSEPH R. EASTBURN,
WILLIAM M'NAIR,
H. O. WATTS,
J. O'CONNOR, Secretary to the Philadelphia Association of Teachers.
B. N. LEWIS,
REV. CHAS. H. ALDEN,
BENJAMIN C. TUCKER,
J. H. BROWN,
JOHN ORD,
SETH SMITH,
WILLIAM ROBERTS,
T. H. WILSON,
JOSEPH WARREN,
W. B. ROSE,
CHARLES MEAD,
BENJAMIN MAYO,
H. MORROW,
J. H. BLACK,
S. C. WALKER,
THOMAS COLLINS,
WM. MANN,
RIAL LAKE,
W. MARRIOTT,
C. B. TREGO,
JOHN ERHARDT,
R. W. CUSHMAN,
THOMAS M'ADAM,
REV. SAMUEL W. CRAWFORD, A.M., Principal of the Acadl. Dept. of the University of Pennsylvania.
O. A. SHAW,
AUGUSTINE LUDINGTON,
M. SOULE,
WILLIAM A. GARRIGUES,
M. L. HURLBERT
S. JONES,

Baltimore, Dec. 1834.

We fully concur in the opinion above expressed.

E. BENNETT,	JAMES SHANLEY,
C. F. BANSEMAR,	DAVID RING,
E. R. HARNEY,	ROBERT WALKER,
ROBERT O'NEILL,	D. W. B. M'CLELAN,
N. SPELMAN,	S. A. DAVIS.
S. W. ROSZELL,	JAMES F. GOULD,
SAMUEL HUBBELL,	JOSEPH H. CLARKE, A.M
D. E. REESE,	FRANCIS WATERS,
S. A. CLARKE,	JOHN MAGEE,
JOSEPH WALKER,	MICHAEL POWER,
O. W. TREADWELL,	C. D. CLEVELAND.
REV. S. M. GAYLEY, Wilmington, Del.	

Willbraham, Oct. 27, 1834.

We have used Guy's Astronomy, and Keith on the Globes, as a text-book, during the past year; it is in all respects such an one as was wanted, and we have no disposition to exchange it for any other with which we are acquainted.

WM. G. MITCHELL,
Lecturer on the Natural Sciences and Astronomy, in Wesleyan Academy, Mass.

New York, Dec., 1834.

We fully concur in the opinion above expressed.

BERNARD THORNTON,	W. M. SOMERVILLE,
HORACE COVELL,	NORTON THAYER,
P. PERRINE,	THOMAS GILDERSLIEVE,
J. B. KIDDER,	MELANCTHON HOYT,
SOLOMON JENNER,	THOMAS V. FOWLER,
JOSEPH M'KEEN,	JOSEPH BAILE,
C. CARTER,	SAMUEL GARDNER,
LEONARD HAZELTINE,	WILLIAM FORREST,
JOSEPH CHAMBERLAIN,	C. W. NICHOLS,
W. R. ADDINGTON,	THOMAS M'KEE,
HENRY SWORDS,	ADN. HEGEMAN,
J. M. ELY,	G. VALE.

Recommendations of the same tenor have been received from the following gentlemen:

REV. D. R. AUSTIN, A.M., Principal of Monson Academy, Mass.
T. L. WRIGHT, Principal of East Hartford Classical and English School.
S. HART, Principal of Farmington Academy, Conn.
C. D. WESTBROOK, D.D., New Brunswick, New Jersey.
W. H. SCRAM, Principal of Classical Academy, Troy, New York.
E. H. BURRITT, Author of the Geography of the Heavens, New Britain, Conn.
WM. C. FOWLER, Professor of Chemistry in Middlebury College, Vermont.
B. S. NOBLE, Bridgeport, Conn.
REV. C. H. ALDEN, A.M., Principal of Philadelphia High School for Young Ladies.
REV. S. B. HOWE, late President of Dickinson College.
REV. DR. WESTBROOK, Principal of Female Seminary and Rector of Rutgers' College Grammar School.
DR. B. F. JOSLIN, Professor Union College, New York.
GEORGE B. GLENDINING, Principal of Young Ladies Academy, Troy, New York.
M. CATLIN, A.M., Professor of Mathematics in Hamilton College, New York.

BRIDGE'S ALGEBRA.

A TREATISE ON THE ELEMENTS OF ALGEBRA. By Rev. B. Bridge, D.D., F.R.S., Fellow of St. Peter's College, Cambridge, and late Professor of Mathematics in the East India College, Herts. Revised and corrected from the eighth London edition.

In this work the hitherto abstract and difficult science of Algebra is simplified and illustrated so as to be attainable by the younger class of learners, and by those who have not the aid of a teacher. It is already introduced into the University of Pennsylvania, at Philadelphia; and the Western University at Pittsburg. It is also the text-book of Gummere's School at Burlington, and Friends' College at Haverford, and of a great number of the best schools throughout the United States. It is equally adapted to common schools and colleges.

RECOMMENDATIONS.

Philadelphia, March 7, 1833.

Bridge's Algebra is the text-book in the school under my care; and I am better pleased with it than with any which I have heretofore used. The author is very clear in his explanations, and systematic in his arrangement, and has succeeded in rendering a comparatively abstruse branch of science, an agreeable and interesting exercise both to pupil and teacher.

JOHN FROST.

We fully concur in the opinion above expressed.

CHARLES HENRY ALDEN,
J. O'CONNOR, Secretary to the Philadelphia Association of Teachers.
JOSEPH WARREN
SAMUEL CLENDENIN,
S. H. REEVES.

University of Pennsylvania, March 30, 1833.

Gentlemen,—In compliance with your request that I would give you my opinion respecting your edition of Bridge's Algebra, I beg leave to say, that the work appears to be well adapted to the instruction of students. The arrangement of the several parts of the science is judicious, and the examples are numerous and well selected.

Yours, respectfully,
ROBERT ADRAIN.

We fully concur in the opinion of Bridge's Algebra as expressed by Dr. Adrain.

J. HAYMER,
HUGH MORROW,
WILLIAM M'NAIR,
OLIVER A. SHAW,
SETH SMITH,
SAMUEL E. JONES,
JNO. M. KEAGY,
B. N. LEWIS,
JOHN STOCKDALE,
W. B. ROSE,
BENJAMIN MAYO,
J. H. BLACK,
THOMAS M'ADAM,
JOHN ERHARDT,

THOMAS CONARD,
THOMAS COLLINS,
J. E. SLACK,
C. B. TREGO,
J. B. WALKER,
JOHN HASLAM,
W. CURRAN,

REV. SAML. W. CRAWFORD, A.M., Principal of the Academical Dept. of the University of Pennsylvania.
R. W. CUSHMAN,
REV. S. M. GAYLEY, Wilmington, Del.

Baltimore, December, 1834.

We fully concur in the opinion above expressed.

E. BENNETT,
E. R. HARNEY,
ROBERT O'NEILL,
N. SPELMAN,
S. W. ROSZELL,
SAMUEL HUBBELL,
H. O. WATTS,
C. F. BANSEMER,
D. E. REESE,
S. A. CLARKE,

O. W. TREADWELL,
JOSEPH WALKER,
DAVID RING,
ROBERT WALKER,
D. W. M'CLELAN,
S. A. DAVIS,
JOSEPH H. CLARKE, A.M.
FRANCIS WATERS,
JOHN MAGEE,
MICHAEL POWER.

MESSRS. KEY & BIDDLE: *November* 22, 1834.

Gentlemen,—I have been highly gratified by an examination of "Bridge's Algebra," published by you; and think it well entitled to general introduction in our schools. I shall give it a preference in my academy to any work I have seen.

Respectfully, yours,
J. H. BROWN,
Principal of an English and Mathematical Academy, No. 52 Cherry street, Philadelphia.

New York, December, 1834.

We fully concur in the opinion above expressed.

P. PERRINE,
J. B. KIDDER,
SOLOMON JENNER,
JOSEPH M'KEEN,
C. CARTER,
LEONARD HAZELTINE,
W. R. ADDINGTON,
HENRY SWORDS,
W. M. SOMERVILLE,

NORTON THAYER,
THOMAS GILDERSLIEVE,
MELANCTHON HOYT,
THOMAS V. FOWLER,
JOSEPH BAILE,
SAMUEL GARDNER,
C. W. NICHOLS,
THOMAS M'KEE.

The gentlemen named below have also sent the publishers strong recommendations of Bridge's Algebra:

PROFESSOR E. A. ANDREWS, Mount Vernon Institute, Boston.
REV. C. DEWEY, Professor Berkshire Gymnasium, Mass.
N. S. DODGE, Principal of Young Ladies' Seminary, Pittsfield, Mass.
M. CATLIN, Professor of Mathematics, Hamilton College, New York.
GEORGE HALE, A.M., Tutor William's College, Mass.
B. G. NOBLE, Bridgeport, Conn.
REV. D. R. AUSTIN, Principal of Monson Academy, Mass.
E. H. BURRITT, Author of the Geography of the Heavens, New Britain Conn.
A. B. MYERS, Principal of Whitehall Academy, New York.
THEODORE STRONG, Professor of Mathematics in Rutgers' College, New Jersey.
REV. S. NORTH, A.M., Professor Hamilton College, New York.

THE SCIENTIFIC CLASS-BOOK.

THE SCIENTIFIC CLASS-BOOK; OR, A FAMILIAR INTRODUCTION TO THE PRINCIPLES OF PHYSICAL SCIENCE, for the use of Schools and Academies, on the basis of Mr. J. M. Moffat. Part I. Comprising Mechanics, Hydrostatics, Hydraulics, Pneumatics, Acoustics, Pyronomics, Optics, Electricity, Galvanism, Magnetism. With Emendations, Notes, Questions for Examination, List of Works for Reference, some additional Illustrations, and an Index. By WALTER R. JOHNSON, A.M., Professor of Mechanics and Natural Philosophy in the Franklin Institute of the State of Pennsylvania, Member of the Academy of Natural Sciences of Philadelphia, one of the Vice-presidents of the American Institute of Instruction.

RECOMMENDATIONS

MESSRS. KEY & BIDDLE. *Philadelphia, June* 22, 1835.

I have carefully examined your "Scientific Class-Book, Part I.," and find it what has for some time been much wanted in our academies and high schools. The emendations, notes, and additional illustrations are important, and what might be expected from one so perfectly at home, both theoretically and practically, in the range of Natural Philosophy, as Mr. Johnson is extensively known to be. The list of works for reference will be appreciated by intelligent teachers. I have introduced it as a text-book, and commend it cordially to the notice and examination of others.

CHARLES HENRY ALDEN,
Principal of the Philadelphia High School for Young Ladies.

I fully concur in the above. SAMUEL JONES.

Philadelphia, June 24, 1835.

I fully concur with Messrs. Alden and Jones in their opinion of Mr. Johnson's work on Natural Philosophy, and shall immediately adopt the book as the best I know of for use in my own and other schools in this city, in which I give instruction.

OLIVER A. SHAW.

We have examined Mr. Johnson's "Scientific Class-Book," and are so well satisfied with its merits, that we shall adopt it as a class-book on Natural Philosophy in our school.

S. C. & J. B. WALKER.

MESSRS. KEY & BIDDLE: *Philadelphia, June* 26, 1835.

A careful examination of the treatise on Mechanical Philosophy, entitled "The Scientific Class-Book, Part I.," has satisfied me, that it is by far the most complete class-book, on that subject, which has yet fallen under my

notice. The additions made by Professor Johnson, particularly the bibliographical notes, are not less creditable to his learning and sound judgment, than conducive to the utility of the work for the purposes of instruction. The volume may be safely recommended as a standard class-book for schools and private students.

JOHN FROST.

MESSRS. KEY & BIDDLE:

Gentlemen,—It is with much pleasure that I have examined "The Scientific Class-book," on the basis of J. M. Moffat, Esq., by Walter R. Johnson, A.M. It is such a work as the advancing state of education in this country particularly demands at the present time. I hope its use may become general.

With regard, yours,

J. H. BROWN.

MESSRS. KEY & BIDDLE: *6th Month* 23, 1835.

Gentlemen,—I have examined the first part of the "Scientific Class-Book" just published by you, and cheerfully express my opinion, that, for accuracy and comprehensiveness, this work contains a system of principles and illustrations on the subject on which it treats, superior to any book of the same size and price intended for the use of schools.

As this volume is the first of a series on the Mechanical and Physical Sciences, the public may confidently expect that the successive parts, when completed, will constitute a consistent set of treatises peculiarly adapted to the present wants of places of education.

JOHN M. KEAGY.

We cheerfully concur in opinion with the above recommendations.

JOSEPH P. ENGLES,
HUGH MORROW,
WILLIAM A. GARRIGUES,
M. SOULE,
JACOB PIERCE,
BENJAMIN C. TUCKER,
T. G. POTTS,
WM. CURRAN
C. BICKNELL,
D. R. ASHTON,
E. FOUSE,
C. FELTT,
THOMAS BALDWIN,
JOHN STOCKDALE,
URIAH KITCHEN,
THOMAS H. WILSON,
SHEPHERD A. REEVES,
E. H. HUBBARD,
WILLIAM M'NAIR,
JAMES CROWELL,
J. O'CONNOR,
WM. MARRIOTT,
RIAL LAKE,
BENJAMIN MAYO,
JAMES P. ESPY,
REV. SAMUEL W. CRAWFORD, A.M., Principal of the Acadl. Dept. of the University of Pennsylvania.
THOMAS M'ADAM,
CHARLES MEAD,
JAMES E. SLACK,
L. W. BURNET,
WILLIAM MANN, A.M.
CHARLES B. TREGO,
WM. ROBERTS,
THOMAS COLLINS,
SAMUEL CLENDENIN,
AUGUSTINE LUDINGTON,
JNO. D. GRISCOM,
N. DODGE,
JOHN HASLAM.

New York, July, 1835.

Having examined the First Part of the Scientific Class-Book, we feel justified in concurring in the above favourable recommendations.

EWD. D. BARRY,
J. M. ELY,
JOSEPH M'KEEN,
JONATHAN B. KIDDER,
PATRICK S. CASSADY,
WM. R. ADDINGTON,
RUFUS LOCKWOOD,
NORTON THAYER,
JOHN OAKLEY,
DAVID SCHUPER,
F. A. STREETER,
CHARLES W. NICHOLS,
THOMAS M'KEE,
G. I. HOPPER,
J. B. PECK,
S. JENNER,
RICHARD J. SMITH.

THE SCIENTIFIC CLASS-BOOK, PART II.

SCIENTIFIC CLASS-BOOK: a Familiar Introduction to the Principles of Natural Philosophy, adapted to the use of Schools. Part II. Comprising Chemistry, Metallurgy, Mineralogy, Crystallography, Geology, Oryctology, and Meteorology. With Notes, References, Questions for Examination, and a copious Index. By WALTER R. JOHNSON, Professor of Mechanics and Natural Philosophy in the Franklin Institute of the state of Pennsylvania.

RECOMMENDATIONS.

From Charles Henry Alden, A.M., Teacher, Philadelphia.

The surest test of the excellence of a book—its extensive adoption and use—has been applied, and successfully, to the "Scientific Class-book, Part I.;" and the success of "Part II.," which you have just published, is therefore not to be doubted. Given to the public under the supervision of the same accredited scholar as the former volume; enriched by additional illustrations; in many places emended, and containing a valuable list of bibliographical notices, it can with propriety be commended to the use of schools and academies as well as to private families, as a most valuable manual. The treatise on Chemistry, though necessarily very short, embraces a perfect outline of the science, and contains the most recent discoveries. The tracts on Metallurgy, Mineralogy, Crystallography, Geology, Oryctology, and Meteorology, are nowhere more lucidly and attractively explained. This volume ought to accompany Part I., wherever that is adopted; indeed, in my opinion, it is more deserving of public favour.

The style and execution of the "Scientific Class-book, Part II.," as a production of your press, is highly creditable. C. H. ALDEN.

February 16, 1836.

I have perused, with much interest, the "Scientific Class-book," edited by Professor Johnson. Allow me to unite my acknowledgments with those of other teachers, for so valuable an aid to the business of instruction. The whole work forms the most clear, exact, and comprehensive elementary treatise that I have seen on the subjects which it embraces. The value of the work is still farther enhanced as the production of one long familiar with the topics on which it treats, and thoroughly versed in the mode of presenting them to the mind, in the various forms of practical instruction.

Yours, &c. WILLIAM RUSSELL.

Philadelphia, October 6, 1835.

Recommendations of the same decisive character have been received from the teachers and professors named below:

VICTOR VALUE, Philadelphia.
GEORGE B. GLENDINING, Principal of Troy Select School, Troy, N. Y.
J. P. BRACE, Principal of Hartford Female Seminary.
J. H. BROWN, Principal of Classical School, Philadelphia.
WILLIAM CURRAN, Philadelphia.

GEOGRAPHY OF PENNSYLVANIA.

A GEOGRAPHY OF PENNSYLVANIA for the use of Schools and Private Families. Second edition, with corrections and additions. By Rebecca Eaton.

RECOMMENDATIONS.

From Rev. Dr. M'Conaughy, President of Washington College, Penn.

I have read a portion of the proof sheets of a "Geography of Pennsylvania," by Miss R. Eaton, and am much pleased with its details. They are, in so far as I know, accurate. The historical and statistical facts are of general, and not a few of them, of thrilling interest. The description of the country, given as the result of personal observation, evinces close and discriminating attention. The manner in which the subject is presented is very interesting. It is well adapted to convey much useful information to youth, and will be read with pleasure and interest by all.

January 5, 1837.

From Rev. Mr. Elliot, Professor in the Western Theological Seminary, Pittsburg.

Miss Eaton:

That portion of the proof sheets of your "Geography of Pennsylvania," which you were pleased to forward me, I have examined with as much care as my arrangements would permit. The statements appear to be correct and well arranged. If the other portions of the work be executed with the same fidelity and judgment, I shall consider it a valuable and acceptable present to our juvenile population, and well deserving the patronage of the friends of education throughout our commonwealth.

January 9, 1837.

Philadelphia, September 18, 1837.

We fully concur in the opinions above expressed.

NICHOLAS DONNELLY,	THOMAS BROAD,
U. KITCHEN,	THOMAS EUSTACE,
JOHN STEEL,	JOHN EVANS,
THOMAS BALDWIN,	W. CURRAN,
J. W. ROBERTS,	T. SEVERN,
THOMAS H. WILSON,	WM. ALEXANDER, A.M.
HENRY BILL, Union Hall.	A. F. TREGO,
A. MITCHELL,	THOMAS COLLINS,
WM. MANN,	THOMAS M'ADAM.

Philadelphia, March 24, 1834.

This is to certify, that "Eaton's Geography of Pennsylvania" has been adopted as a class-book by the Controllers of the Public Schools of the First School District of Pennsylvania, and is in general use in the public schools in the city and county of Philadelphia.

R. PENN SMITH,
Secretary of Board of Controllers.

ESCHENBURG'S MANUAL.

MANUAL OF CLASSICAL LITERATURE, from the German of John J. Eschenburg. With additions by Professor Fiske, of Amherst College. The work comprises five parts:—1. The Archæology of Greek and Roman Literature and Art. 2. The Greek and Roman Classic Authors. 3. The Greek and Roman Mythology. 4. The Greek and Roman Antiquities. 5. Classical Geography and Chronology. Second edition.

The following notice of this valuable work, from the Boston Recorder, contains a very candid and succinct account of its character and design:

"We have no hesitation in saying, this is the most comprehensive and valuable work of the kind which has appeared in the English language. Eschenburg was one of the most distinguished scholars of Germany. Six editions of his work were published before his death, (in 1820,) to each of which useful improvements were made under his own eye. A French translator of the work remarks, 'It is sufficient encomium on the book, that it has been adopted as the basis of public and private instruction in the major part of the universities and colleges in Germany.' The present volume is divided into five parts: I. Archæology of Literature and Art; II. History of Ancient Literature, Greek and Roman; III. Mythology of the Greeks and Romans; IV. Greek and Roman Antiquities; V. Classical Geography and Chronology. The work is divided into sections of great convenience for reference. The intervals are occupied with notes, illustrations, and references, by Professor Fiske. These are very numerous and valuable, as they render more complete the design of the work, and furnish a vast amount of important matter in a small compass. The notes and references do great honour to the translator, as an accomplished, judicious, and diligent scholar."

RECOMMENDATIONS.

From Rev. Edward Robinson, D.D., Professor of Sacred Literature, in the New York Theological Seminary.

I formerly had occasion to make considerable use of the original Manual of Eschenburg, and have ever regarded it as the best work of the kind extant.

From his Excellency, Edward Everett, formerly Professor of Greek Literature in Harvard University.

I am acquainted with the work in the original, and have always regarded it as one of the best of the class. I know of no volume which contains so much information in every department of classical literature.

From Rev. H. B. Hackett, Professor of Classical Literature in Brown University.

"The Manual of Classical Literature is, in my opinion, the most valuable work of the kind, which has yet been given to the public. It goes farther

towards the supply of a want which teachers have long felt, than any similar work with which I am acquainted.

From Rev. J. Todd, author of the Student's Manual, and the Sabbath-school Teacher.

This book ought to be in the library of every professional man, the physician, the lawyer, and the clergyman. There is an amount of information condensed in this volume, which amazes one who has known the toil of trying to gather up information in his study. No professional man can afford to lose what he must lose if unacquainted with this work. And as to students, I have no doubt they will gladly obtain it. Professor Fiske has made himself a benefactor to our young men, and they will do injustice to themselves, not to follow in the path which he has opened.

From A. S. Packard, Professor of the Latin and Greek Languages and Classical Literature in Bowdoin College.

The American student has now access to important sources of information, from which he has hitherto been, for the most part, excluded. In regard to the labours of the translator, especially in the additions he has made to the work, I very cheerfully respond to the general sentiment which has been expressed in favour of their great value.

The gentlemen named below have forwarded to the publisher recommendations of the same favourable character as the foregoing:

SAMUEL B. WYLIE, D.D., Professor of Languages in the University of Pennsylvania.
JOHN FROST, Principal of Young Ladies' Classical Academy, Philad.
WILLIAM RUSSELL, first Editor of the Journal of Education.
J. B. WALKER, Principal of Classical Academy, Philadelphia.
N. DODGE, Principal of Harmony Hall Seminary, Philadelphia.
JOHN M. KEAGY, Principal of Friends' Academy, Philadelphia.
C. H. ALDEN, Principal of High School for Young Ladies, Philadelphia.
MOSES STUART, Professor Theological Seminary, Andover, Mass.
PROFESSOR BECK, Harvard University, Cambridge, Mass.
JOHN M'INTYRE, Teacher, Philadelphia.
SAMUEL JONES, Principal of Mathematical and Classical Institute, Philadelphia.

ESCHENBURG'S CLASSICAL ANTIQUITIES.

CLASSICAL ANTIQUITIES, being part of the Manual of Classical Literature, from the German of J. J. Eschenburg, Professor in the Carolinum at Brunswick. With additions, by Professor Fiske. Second edition.

This work is designed expressly for the use of the Classical Student. It is an octavo volume of about 350 pages, of convenient size, and compactly printed. It includes, in distinct positions, *five* treatises; the following are the subjects: Greek and Roman Mythology; Grecian Antiquities; Roman Antiquities; Classical Geography and Topography; and Classical Chronology. It has three separate indexes carefully prepared; first, an index of the Greek words illustrated in the work; secondly, an index of the Latin words; and thirdly, an index of the subjects.

No other work in the English language includes all these important subjects, brought within one volume, and adapted for the student's daily use. At the same time, each treatise is sufficiently full for all the common wants of the scholar, and on some points more full than any work hitherto used in our seminaries. It furnishes also, on the principal subjects, references to other sources of information; a peculiarity which greatly enhances its value both to pupil and teacher.

RECOMMENDATIONS.

From the Biblical Repository.

As to the need of some such work as this, there can be but one opinion. The manner in which the translator has executed his task needs no commendation from us. The volume will find a place among our college text-books; in our academies and higher schools; and in many private libraries. It will fill the same place in classical literature, which the works of Jahn do in biblical.

From the North American Review.

Professor Fiske deserves much praise for the manner in which he has executed his undertaking. The American edition is certainly a great improvement upon the labours of Eschenburg; and we are confident, that those who examine it most carefully, will be most prompt and unqualified in their expressions of commendation. Every student in our colleges would do well to have it upon his table for daily consultation. It should also be found in all our academies and classical schools. And whenever it is purchased by a student, he should retain it as one of the books of his permanent library.

The following relate more especially to the *Classical Antiquities*, as adapted for the primary classical schools:

From Rev. L. Coleman, late Principal of the Burr Seminary, Manchester, Vt., now Principal of the Teachers' Seminary, Andover, Mass.

It is with peculiar pleasure that I learn that the part of the *Manual of Classical Literature*, relating to the mythology and antiquities of the Greeks

and Romans, together with that relating to Classical Geography and Chronology, is given to the public in a separate form, adapted to youth belonging to our academies and classical seminaries. As an instructer of youth, I have long felt the want of some such manual to aid them in the study of classical literature To all who are pursuing a course of classical study, this compend should be, not a book of reference, but a text-book faithfully studied and familiarly known.

From Mr. J. S. Fancher, Principal of the Northampton High School.

I have carefully examined the *Classical Antiquities*, by Professor Fiske, and consider it a book of which every classical student should avail himself in his preparatory studies. I design to introduce it in my school as soon as it can be obtained.

From Rev. R. E. Pattison, President of Waterville College.

I have examined with considerable attention the *Manual of Classical Literature*, and especially the third, fourth, and fifth parts, (the parts included in the volume entitled *Classical Antiquities;*) and I certify with entire cheerfulness my opinion, that the work is one of much value, and that in preparing it, the author has rendered to the cause of learning an essential service.

Professor Barnes, who instructs in the Latin and Greek classics, in this college, allows me to express his full approbation of the work as an important aid in his department of instruction.

From Professor A. S. Packard.

As it respects the portion published separately for academies, I do not hesitate to say, that it has advantages over similar works designed for students, and ought to be in their hands scarcely less than the dictionary or grammar.

From Rev. D. R. Austin, Principal of Monson Academy.

I have long felt the need of such a work for classical scholars in the early stages of their education. The epitome of Classical Geography and Chronology is of peculiar importance, as it opens a rich fund of information upon these subjects, which are generally very imperfectly understood. After a thorough examination of Professor Fiske's Manual, I am deeply impressed with a sense of its unrivalled excellence.

From Rev. L. Sabin, late Principal of Hopkins Academy, Hadley, Mass.

I have carefully examined the Manual of *Classical Antiquities*, being a detached portion, bound separately, from the Manual of Classical Literature. I perused the Classical Antiquities with much interest and pleasure, which increased at every step by seeing so great an amount of classical learning, so accurately and perspicuously systematized and condensed. It appears to me, that the work is admirably fitted for extensive use in our academies and high schools. As a text-book to be studied in connexion with Virgil, Cicero, &c., by those who are commencing a course of liberal study, such a work is needed; it cannot be dispensed with by those who would be thoroughly prepared for the study of the other classics. And those students who would acquire an education without the system of a college, and would even confine themselves to studies in English, will be well paid for their time and labour in the thorough study of the Manual of *Classical Antiquities*.

FRENCH LESSONS FOR BEGINNERS.

L'ABEILLE pour les Enfans; ou, Leçons Françaises: Premiere partie; a l'usage des Ecoles. The Bee for Children; or, French Lessons; Part First; for the use of Schools.

Several compilations of short and interesting French tales have been lately offered to the public. In all of them, however, expressions are found, which, although familiar to the ear of a Frenchman, offend that of a carefully educated American child. It is true that the French do not consider "Mon Dieu!" swearing; with them, it is equivalent to "Gracious!" or "O, dear!" but it is certainly desirable that the eye and the ear of the pupils of schools in this country should not become accustomed to such expressions. They have, therefore, been carefully excluded from this little work, as well as every thing of an unchristian tendency. It is designed for the first reading book. The style is simple, the sentences short, and containing few idioms, inversions, or difficulties. At the end of each page is a translation of the idiomatic expressions it contains, and of the words used in an acceptation not given in the dictionary.

RECOMMENDATIONS.

From J. G. De Soter, M.A., Professor of French, Spanish, and Italian, Philadelphia.

I have examined "L'Abeille pour les Enfans," published by Messrs. Key & Biddle of this city, and am so much pleased with the pure and chaste style of the selection, that I shall use it in my instruction with the younger pupils.

J. G. DE SOTER.

From Rev. S. B. How, D.D., late President of Dickinson College; and Rev. Dr. Westbrook, Principal of Female Seminary and Rector of Rutgers' College Grammar School.

"The American Speaker" and the "Leçons Français," contain judicious selections from the writings of different authors, and are well adapted to the use of our schools.

New Brunswick, February 17, 1836.

Mr. Edward C. Biddle:

Your little work "L'Abeille pour les Enfans," for its chaste and simple style, is entitled to the regard of all who are engaged in teaching that beautiful language (the French) to the young.

With regard, yours, J. H. B.

From Messrs. Calvin Tracy, A.M., and C. G. Burnham, A.M.

"L'Abeille pour les Enfans." The style of this work is easy and simple; the fables are interesting and instructive, rendering it a valuable work for such as are commencing the study of the French language.

C. TRACY,
Principal of New Brunswick Female Academy.

May 13, 1836.

C. G. BURNHAM,
Principal of the Rahway Female Seminary.

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[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] – [illegible]

So let us be jolly,
Why need we repine?
If grief is a folly
Let's drown it in wine!
As they scared away fiends
By the ring of a bell
So the ring of the glass
Shall these devils expell
With a bumper before us
The night we'll commence
By toasting sweet ladies
One hundred years hence."